

**PRIVATE SCHOOL AUTHORITY THREE-YEAR EDUCATION PLANS
2011 TO 2014/ ANNUAL EDUCATION RESULTS REPORT 2010/2011 FOR
PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY
(PARKLAND SCHOOL)**

ACCOUNTABILITY STATEMENT

The Annual Results Report for the 2010/2011 school year and the Education Plan for the three years commencing September 1, 2011 for Parkland Community Living and Supports Society (Parkland School) 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 document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011 – 2014 on November 15, 2011.

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 is a designated special education private school located in Red Deer.

Total enrollment fluctuates between 40-50 students. Parkland School enrollment consists of dependent or multi-dependent students with a variety of disabling conditions. The special emphasis at Parkland School is prioritized learning in academics, life skills, liberating technology, vocational/leisure training and sensory integration techniques. Communication is the number one priority for all students, whether they are verbal or non-verbal.

HIGHLIGHTS

Parkland School offers students Augmentative Communication, music therapy, speech assessments/consultations and sensory integration therapy through an array of specialists. Occupational therapy, physical therapy, speech therapy, vision and hearing are provided by community services accessed by parents/guardians. The recommendations/programs supplied by these specialists are utilized in the classrooms wherever possible. REACH Calgary services are only provided if community services are not available and the issues are school related. All student IPPs and schedules are highly individualized to accommodate curriculum and all recommendations made by these specialized professionals.

TRENDS AND ISSUES

ISSUES INCLUDE:

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

TRENDS ARE:

*Parents/guardians more often accessing Pediatric Rehabilitation Red Deer or PDD for OT, PT, vision, hearing and communication therapy – school personnel are 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 and/or train our staff to utilize technical talkers with non-verbal students (AISI project through Alberta Education)

*the use of a sensory integration therapist to provide consultations for all 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

ANTICIPATED CHANGES

- Two staff on maternity leave and one on leave of absence will return in 2011/12.
- One specialized student aide will start maternity leave within the 2011/12 school term.
- Augmentative Communications specialized speech pathologist from Calgary will finish the project by securing personal technical talkers for the three students that took part in the trial last term (AISI project)
- A Vocaflex technical talker will be purchased for further trials with other students
- Music therapy will again be funded by the school (former AISI project).
- Another swimming venue will be added twice per month from September to April to increase opportunities for all students to enjoy this activity if at all possible.
- There was a 0% increase in severe funding for 2011/12.
- There was a 4.54% increase in basic funding for 2011/12.
- There was a 0% increase in plants and maintenance for 2011/12.

LOCAL GOALS

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

SUMMARY OF ACCOMPLISHMENTS

STUDENT HEALTH FUNDING:

Central Alberta SHIP funding was utilized for sensory integration therapy for twenty-four students last term. The accomplishments of students receiving sensory integration therapy continued to be stunning and we look forward to even more successes next term.

This funding has provided Parkland School with services that were lacking in the past and we are most grateful for the opportunity to be part of the Central Alberta SHIP team.

ALBERTA INITIATIVE FOR SCHOOL IMPROVEMENT (AISI) FUNDING:

2010/11 was the second year of our project entitled “Augmentive Communication”. During the three year cycle, we will endeavor to provide augmentative and alternate communication strategies for some non-verbal students. This will be accomplished by utilizing low and high tech solutions unique to each student’s need. A specialized consultant from Calgary (Marta Aragon-Humphrey) launched a trial with three students this term and also taught the staff the specifics of selecting the correct process for determining the unique AAC needs of various students. The three students in the trial had remarkable results and will receive their own personal Vocaflex talkers next term. The results of the second year were reported in our annual AISI report to Alberta Education in November/11. This report is available by request from the school office and by link from our website www.parklandschool.org.

TECHNOLOGY PLAN:

The purchase of effective, appropriate software continued. It is often difficult to find appropriate software for our students but our library continues to grow slowly. The Teachtown program continued this term with six of our students. “Teachtown” is a computer ABA program designed specifically for students with autism and has proven to be effective with only a few of the students. We will be for another program for next term that can serve more of our students.

Classroom computers were utilized in the Primary and Secondary classrooms to provide switch-activated programs to complement the work being done in the Augmentative Communication computer lab. These programs were also utilized for the students to read stories. Computers and laptops were also available in the Senior and Advanced classrooms to allow students to play games, research information and create word documents. A rolling computer was created the Junior and Intermediate classrooms to allow the teachers to bring it into the classroom when needed.

We continue to receive hardware from “Computers for Schools” to upgrade our classroom and lab computers.

Two large flat screen monitors were purchased and donated by a parent to be utilized in the Primary classroom and the Augmentative Communication lab. Thanks Pam!

TEACHER IN-SERVICE/PROFESSIONAL GROWTH PLAN:

All teaching staff took part in:

- Foundations (Basic Skills Training) certification (new staff)
- Pro-Act recertification
- Augmentative and Alternate (AAC) seminar specific to the trial
- EFT training (Emotional Freedom Technique)

Other seminars included:

- Teenagers with Autism
- Tutor training for Foundations course

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

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
Safe and Caring Schools	Excellent	Safe and Caring	100.0	100.0	96.5	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.9	94.9	85.4	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	100.0	97.8	86.4	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	*	n/a	n/a	4.2	4.3	4.7	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	0.0	0.0	79.3	79.1	78.0	*	*	*
		PAT: Excellence	*	0.0	0.0	19.6	19.4	18.5	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	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	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	87.5	85.7	79.0	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	100.0	100.0	91.0	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	95.0	88.7	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	87.5	100.0	95.0	80.1	79.9	78.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

SEE NEXT PAGE PLEASE

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	0.0	0.0	*		*	*	*			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	0.0	0.0	*		*	*	*			

Comment on Results

PARKLAND SCHOOL STUDENTS DO NOT PARTICIPATE IN PROVINCIAL ACHIEVEMENT TESTS DUE TO COGNITIVE DISABILITIES.

Strategies

N/A

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	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
LOCAL: Percentage of students completing or improving skills identified on their Individual Program Plans (IPP)	SCH INFO 93%	SCH INFO 93%	SCH INFO 93%	SCH INFO 95%	SCH INFO 98%	BASED ON 5 YR AVG 94%				95%	96%	97%

Comment on Results

Exceeded target.

All IPPs were updated in January and finalized at the end of May according to the monthly data collection and annual assessment results. Results of these revisions/completions were communicated to parents/guardians at compulsory parent-teacher interviews in January and June. IPP originals were signed and dated accordingly.

New more achievable IPP goals were developed for students in the Augmentative Communications lab program.

School surveys were sent out to parents/guardians in January and May with encouragement to respond.

Sensory integration diets (plans) were attached to the finalized IPPs.

Strategies

- Goals on the IPP are completed/maintained/alterd 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	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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)	SCHOOL INFO 64%	SCHOOL INFO 78%	SCHOOL INFO 87%	SCHOOL INFO 83%	SCHOOL INFO 90%	BASED ON 5 YR AVG 80%				81%	82%	83%

Comment on Results

Exceeded target.

Brigance and Carolina curriculum assessments were completed during the January to April period. Results of these assessments were utilized in the formulation of new IPP goals for Sept/11.

The October parent-teacher interviews were used for a specific review and explanation of the annual assessment results for each student.

Strategies

- Continue to provide a four month period to complete the annual student assessments to ensure fair and honest results in all areas
- 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
- Continue to use whichever assessment and edition thereof that is best suited to each student based on his/her abilities

Outcome: Students achieve educational outcomes

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	n/a	*		*	*	*			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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/PDD)	SCHOOL SURVEY 96%	SCHOOL SURVEY 89%	SCHOOL SURVEY 92%	SCHOOL SURVEY 85%	SCHOOL SURVEY 90%	BASED ON 5 YR AVG 90%				91%	92%	93%

<p>Comment on Results/Progress</p> <p>Met target.</p> <p>The percentage of parents satisfied fluctuated due to confusion about accessing community based therapies. A meeting with Parkland School, REACH Calgary and David Thompson Health Region took place in Nov/10 to work out difficulties with this new approach and changing mandates for REACH.</p> <p>All students were given special support by specialized aides (1-1 or 1-2 student/staff ratio).</p> <p>Consultants from Boates Consulting, JB Music, Marta Aragon-Humphrey, Michener Center and DTHR were utilized to do assessments and make recommendations for programming for students in need.</p> <p>Children in our residential settings were served by the Parkland CLASS wellness nurse whenever needed.</p> <p>Students continued to access the Public Health nurse (inoculations), Glenrose and Children’s Hospital (seating/assessments/medical/surgery), Central Alberta SHIP (funding for sensory integration PT), DTHR and AISI project (funding for Augmentative and Alternate Communication assessment and recommendation).</p> <p>Sensory diets were reviewed/alterd and developed for students with sensory integration issues, resulting in improved functioning and awareness with fewer behavioral incidents.</p> <p>A specialized “SPICE” kit for deaf/hard of hearing students was utilized for use with a student in the Advanced classroom.</p> <p>Strategies</p> <ul style="list-style-type: none"> ➤ Complete the AISI project by providing all three students in the AAC trial with their own Vocaflex technical talker ➤ Continue to supply parents with information on health research, immunizations and equipment to improve ways of meeting the high medical needs of students ➤ Utilize pandemic policy, anaphylaxis policy, emergency response plan and the wildfire/flood emergency plan as necessary ➤ 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 community services in Red Deer to provide the home-based services needed ➤ Utilize Central Alberta REACH team if parents are unable to utilize community services ➤ Utilize private consultants if REACH team and community services unavailable ➤ Utilize Central Alberta SHIP funds to provide sensory integration consultations for all students ➤ Utilize the SHOS nurse for consultations on school-based issues as needed ➤ Utilize AISI project funds to purchase a Vocaflex technical talker for trials with more students ➤ Continue to provide music therapy for all students (prior AISI project)
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Outcome: *Students are prepared for the 21st century*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	82.0	100.0	100.0		Very High	Maintained	Excellent			
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	72.2	85.7	87.5		Very High	Maintained	Excellent			

Comment on Results

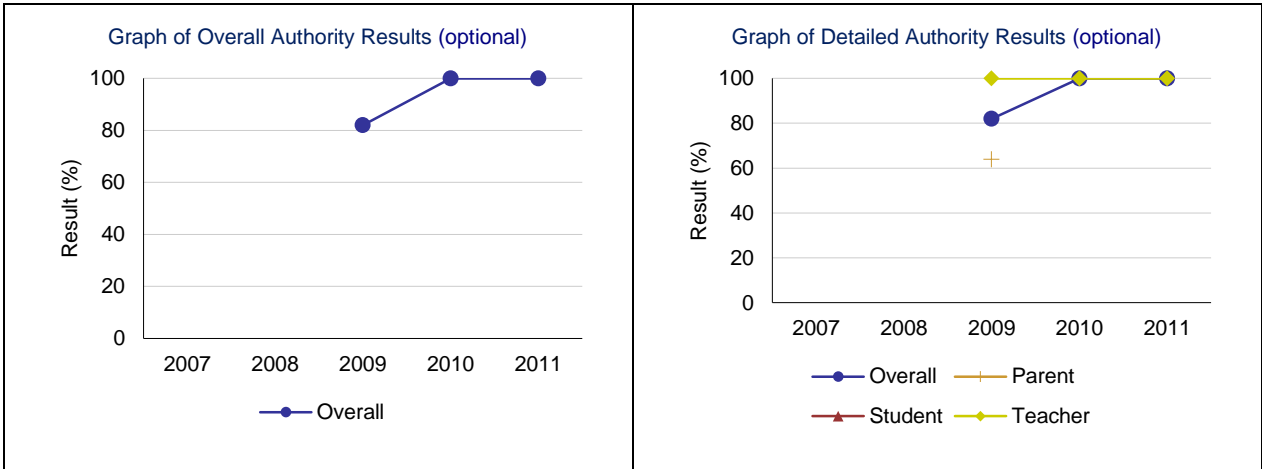
Students were encouraged to follow the rules of conduct at all times.
 Students were encouraged to help one another when possible and appropriate.
 Students were taught to respect each other and each other's belongings.
 A used car was purchased for use in the pre-vocational community program
 Students were encouraged to be involved in activities that help the community by picking up trash on "clean-up" days, collecting pennies for the "Pennies for Paws" program at SPCA, and by recycling and composting on a regular basis.
 Students were encouraged to always do their best.

Strategies

- 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.)
- 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

Citizenship – Measure Details

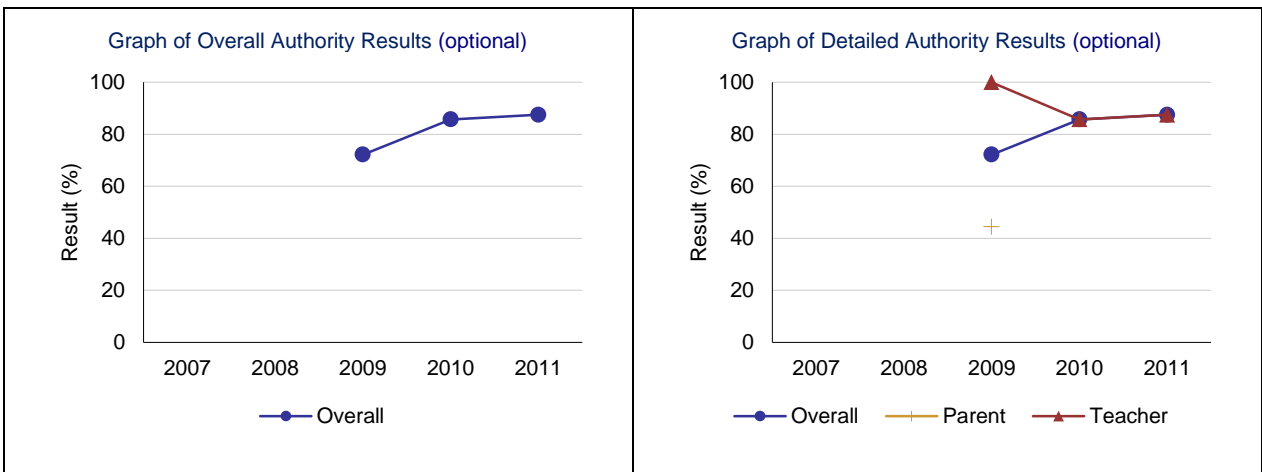
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.0	100.0	100.0	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	100.0	100.0	100.0	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	64.0	*	*	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	n/a	n/a	67.1	68.5	71.8	72.7	74.5



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

Work Preparation – Measure Details (OPTIONAL)

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	72.2	85.7	87.5	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	100.0	85.7	87.5	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	44.4	*	*	65.1	70.9	70.2	69.8	70.6



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	SCHOOL INFO 100% 86%	SCHOOL INFO 100% 67%	SCHOOL INFO 100% 63%	SCHOOL INFO 100% 75%	SCHOOL INFO 100% 83%	BASED ON 5 YR AVG 100% 75%				100% 76%	100% 77%	100% 78%

Comment on Results

Met and exceeded targets.

Strategies

- Continue to implement in-school pre-vocational classes as a forerunner to community work placements
- Continue to provide Advanced students with supported pre-vocational activities in the community (recycle, grocery shopping, office errands etc.)
- 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)

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	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	SCHOOL INFO 27 100%	SCHOOL INFO 27 100%	SCHOOL INFO 26 100%	SCHOOL INFO 27 100%	SCHOOL INFO 27 100%	BASED ON 5 YR AVG 27 100%				28 100%	28 100%	29 100%

Comment on Results/Progress

Met target.

Due to an excellent student/staff ratio, we were able to access the community on a regular basis to teach prioritized skills in a realistic environment.

School outings included Innisfail Zoo, Lacombe Corn Maze, MacKenzie Trails, Bower Ponds, Children's Festival, Heritage Ranch, Red Deer Museum, Sylvan Lake and Gull Lake.

Strategies

- 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: *Students are prepared for the 21st century (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	63.1	86.7	93.8		n/a	n/a	n/a			

Comment on Results

Percentage has increased yearly

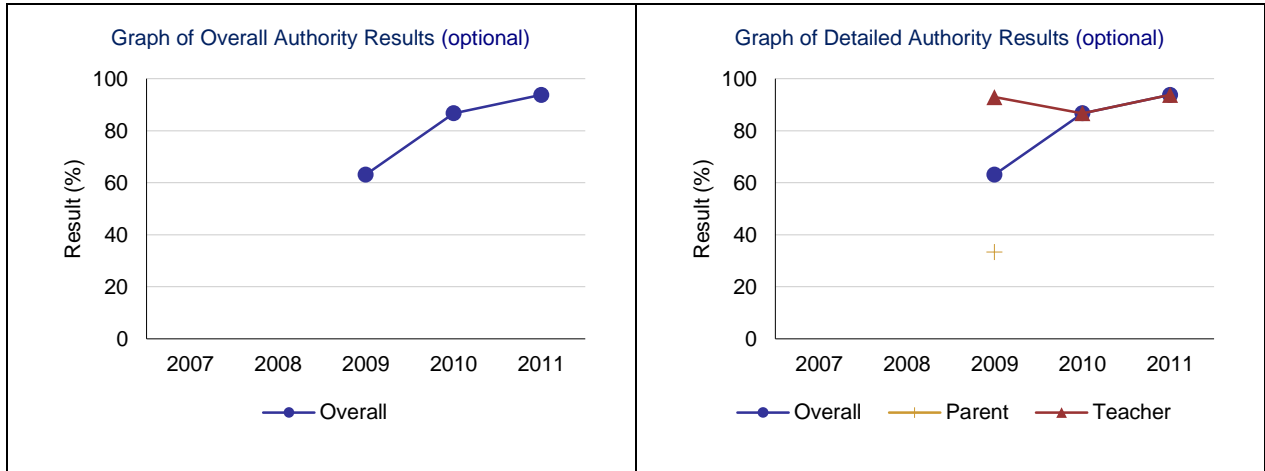
Strategies

- Continue to provide support for graduates to tour and/or attend pre-placement sessions at the Red Deer College or Cosmos during their last year at school
- Provide support for students to access and attend adult placement activities during their last year at school

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	63.1	86.7	93.8	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	92.9	86.7	93.8	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	33.3	*	*	57.1	59.5	60.8	59.8	60.6



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	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	SCHOOL INFO	SCHOOL INFO	SCHOOL INFO	SCHOOL INFO	SCHOOL INFO	BASED ON 5 YR AVG						
	1	3	8	3	3	4						
	0	1	0	0	0	1						

Comment on Results/Progress

The school was responsible to enlighten parents about the options open to the students after graduation but have no say in the outcomes/decisions made by the parents/guardians or the agencies involved.

All Advanced students were involved in community/in-school pre-vocational pursuits (shopping/work placements/recycling/mail delivery and pick-up etc.).

Advanced students were taught by a full-time certified teacher in a self-enclosed classroom. Skills were taught with the possible potential in mind for these students to enter the Transitional Vocational Program (TVP) at Red Deer College or Cosmos Vocational Program upon graduation.

Tours and community awareness was undertaken by all students on a weekly basis to familiarize them with community placements, businesses and recreational sites. Community awareness programs taught all students good citizenship skills in a realistic environment.

Strategies

- 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

- NOTE: targets are not set due to students graduating when they reach their 20th year and only certain students will be able to apply for placement in college or vocational placements according to their specific abilities

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	75.9	94.9	83.9		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	75.1	97.8	100.0		Very High	Improved	Excellent			
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	93.0	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results

The pull-out program for students in wheelchairs (Primary and Secondary clsrms) continued to expand to allow these students to participate with their peers in language, reading, snack, fine motor, math, some phys ed classes and and sensory integration load-up programs.

Advanced students continued to utilize River Glen School for phys ed classes throughout the year.

Tennis lessons were provided to the Senior and Advanced students through the local tennis club (thanks to Kelly Hornung).

In keeping with using the community for life skills training, several field trips were taken this term including Children's Festival, Heritage Ranch, Gull Lake, Sylvan Lake, Sunnybrook Farm, Kin Canyon, Discovery Canyon, Lacombe Corn Maze and Carnival theatre.

The swim program at Collicut Center was continued and a swim program at Michener Center was undertaken. We will continue to use both venues as Michener Center is more appropriate for some of our students and a better venue for the students in wheelchairs. We will be asking the City of Red Deer for a lift system to be installed so more of our wheelchair students can access this facility.

Music therapy was offered to all students once per week by a certified music therapist from JB Music in Calgary.

The Collicut Field House was utilized once per month for recreation.

Home reading programs were established for four Advanced students.

Homeroom teachers continue to take charge of all afternoon programs (life skills, arts & crafts, music, phys ed, computer, shopping and recreation). This allows the teacher more contact with homeroom students and staff on a daily basis.

A Wii play system was purchased for use in phys ed classes.

IPP goals were prioritized for each student from the provincial curriculum and the annual assessment results. These parent-approved goals were the focus of education for the 10/11 school term.

New stories, games and pictures ("Bits of Information" program) were utilized in reading classes.

New individualized booklets were introduced in Math/Fine Motor classes (printing, cut/paste/match, dot to dot, and color by number activities).

Language classes utilized toys, puppets, signing, newspapers and picture cards for increased cognition and communication skills training

Communication dictionaries were continued with high priority this term. Students with limited or non-existent communication were targeted. The book explains the individual's communication system (facial expressions, sounds, gestures and modified signs). These books are an ongoing work in progress and will be passed on to caregivers upon graduation.

Parents were sent survey forms in January and May asking for feedback re: IPP goals and performance measures. Results are reported in this document annually.

Parents and teachers participated in the Alberta Education surveys re: Level 2 funding requirements. Results are reported in this document annually.

All staff were given opportunity to receive free flu shots.

A fire inspection was completed in July/11 (satisfactory).

The no-tolerance approach to student illness was continued to protect medically fragile students and manage pandemic situations.

PIPA (Privacy Principles Policy) remained in full force.

Student conduct and behavior was focused upon using sensory integration techniques/programs for improvement.

The suspension and expulsion policies remain in place.

The Goshen 1 bus received repairs (body work and wheel hubs).

A part-time handyman continued to keep all equipment/school environment in excellent working order.

Another specialized swing was purchased for outdoor playground to allow safer access for some students (ACT donation).

New non-slip rubber matting was installed on all portable ramps for safety.

Specialized pouches for student medications were put in place for use on buses and school outings.

Deadbolt locks with inside thumb screws were approved by the Fire Marshall and installed on outside doors of main school building as per outside threat requirements.

A new outside bell was installed to enable staff and students in the portables to hear bells for class change and lockdown warnings.

All doorknobs in the main school building were replaced to comply with inside threat requirements (now have inside locking feature).

Several "snow days" were called due to extreme temperature and dangerous winter driving conditions (buses were cancelled but the school remained open).

A new emergency plan was written up for all buses (seizure/sudden illness procedure).

A new student Epilepsy Considerations document was completed and distributed to all classrooms and buses for easier use in emergency situations.

Side rails were installed on the Murphy bed in the Secondary classroom for additional safety.

Change/rest bed in the Primary classroom was recovered in vinyl for ease of cleaning and better sanitization.

The Intermediate classroom was transformed into a safe, more relaxed atmosphere for the benefit of the students (soft lighting, recliners, mats and more floor space).

The Intermediate classroom outings were specialized to provide more suitable, supportive experiences for the students.

A specialized bus harness system was purchased for use with one of the Junior students.

All lighting is being upgraded (new ballast system) as an ongoing project.

Two new policies were developed and reviewed by all staff (Wildfire/Flood Emergency Evacuation Plan and Health Procedures in School Changing Areas).

One staff member continued to complete monthly inspections of all equipment throughout the school and buses.

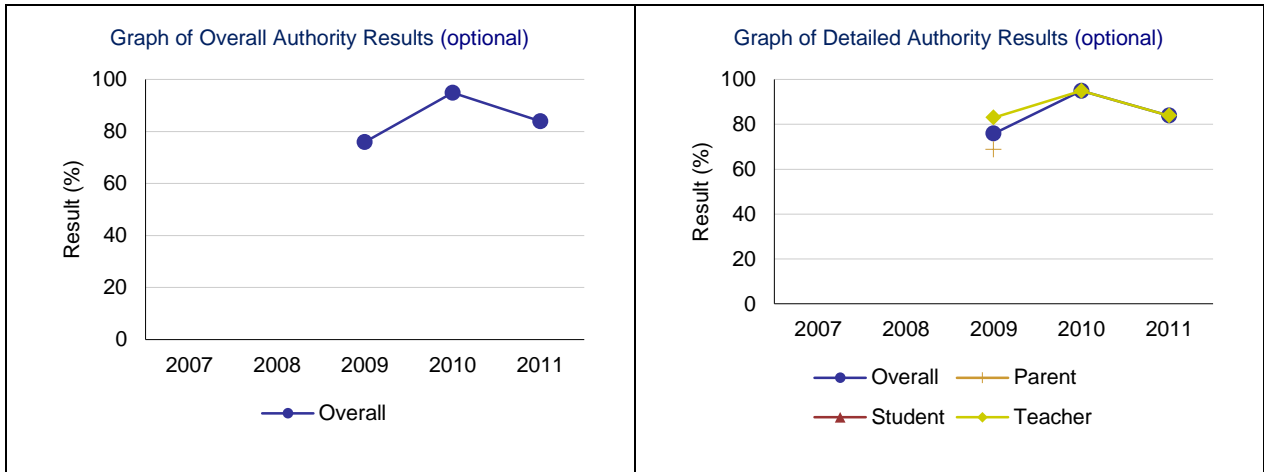
Lockdown and fire evacuation posters were posted in every room and regular practices were completed throughout the year.

Strategies

- 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 use low tech solutions for communication (Boardmaker, real pictures albums etc.)
- Continue to provide thirty minutes of exercise each day as per Alberta Education regulations
- Ensure that school work is interesting, challenging and that learner expectations are clear
- Ensure all students are treated fairly by other students and staff at school
- Focus on student conduct and behavior to ensure a safe and secure environment where learning is optimal
- Ensure 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
- Familiarize all staff with the lockdown procedures and practice two times per year
- Carry out six fire drill practices per year
- Ensure all staff are familiar with the Emergency Response Plan, Anaphylaxis Policy, Pandemic Policy and Emergency Evacuation Plan.

Program of Studies – Measure Details

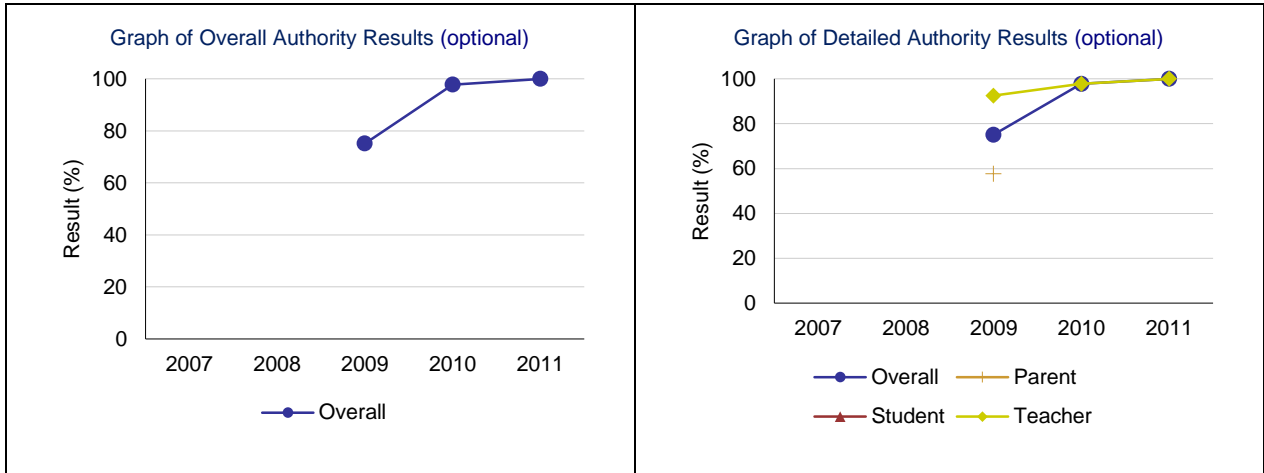
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	75.9	94.9	83.9	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	83.0	94.9	83.9	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	68.8	*	*	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	n/a	n/a	72.9	74.1	75.3	75.9	76.9



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

Education Quality – Measure Details

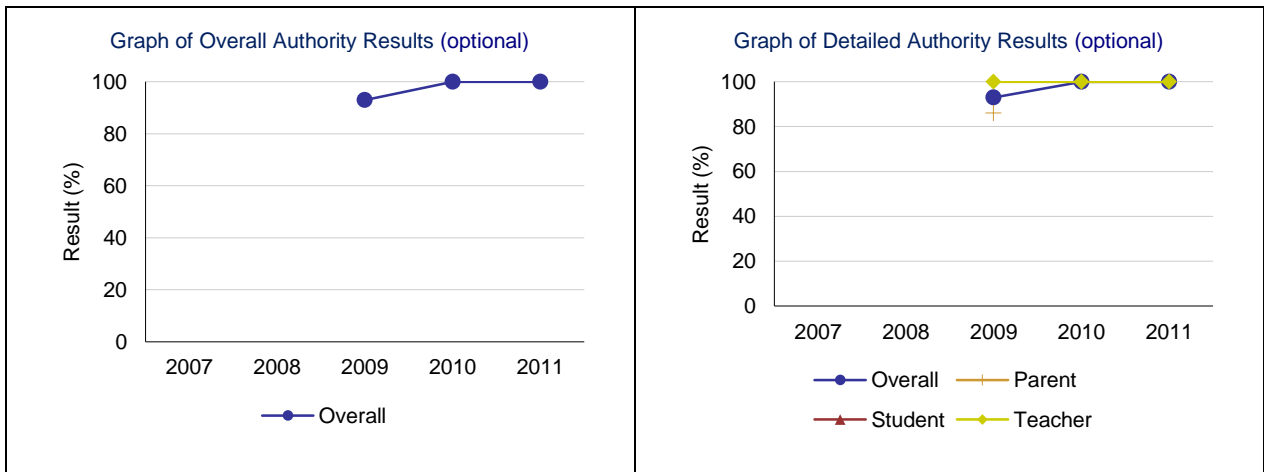
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	75.1	97.8	100.0	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	92.5	97.8	100.0	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	57.6	*	*	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	n/a	n/a	n/a	86.4	86.6	88.3	88.2	88.5



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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	93.0	100.0	100.0	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	100.0	100.0	100.0	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	86.0	*	*	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	n/a	n/a	78.5	79.1	81.7	82.2	83.3



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 with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets			
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014	
LOCAL: Number of students being served by the music therapist LOCAL: Number of students being served by sensory integration physiotherapist funded by Central Alberta SHIP funds through AB ED) LOCAL: Number of students being served by communications specialist (new AISI project)	SCHOOL INFO n/a	SCHOOL INFO 18	SCHOOL INFO 20	SCHOOL INFO 41	SCHOOL INFO 43	BASED ON 5 YR AVG 42 24 3				42	43	44	
	19	17	17	20	24		25				26	27	27
	n/a	n/a	n/a	8	3		3				N/A	N/A	N/A

Comment on Results

Met and exceeded targets.

Strategies

- Continue to utilize the music therapist from JB Music in Calgary on a weekly basis.
- Continue to utilize the sensory integration PT from Boates Physiotherapy (SHIP funding).
- Utilize the knowledge acquired throughout the specialized AAC trial to identify more students for training on technical talkers.
- Purchase a Vocaflex technical talker and IPAD2 for use with other identified students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets			
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014	
LOCAL: Number of students in the Augmentative Communications computer program LOCAL: Number of students in the Challenge computer program LOCAL: Percentage of parents satisfied with students access to liberating technology programs	SCHOOL INFO & SURVEY 24	SCHOOL INFO & SURVEY 21	SCHOOL INFO & SURVEY 20	SCHOOL INFO & SURVEY 24	SCHOOL INFO & SURVEY 22	BASED ON 5 YR AVG 22 28 92%				23	24	25	
	24	31	31	25	28		29				30	31	31
	96%	86%	92%	95%	92%		93%				94%	94%	95%

Comment on Results/Progress

Met target.

The internet was used in the Aug Comm lab to accommodate the “Teachtown” ABA computer program.

Laptops with internet access were provided to all students in the Advanced classroom to complete research projects.

Two new large flat screen monitors were donated by a parent for use with the computer programs in the Primary classroom and the Augmentative Communication lab.

The “Teachtown” ABA program was utilized with five students with some success. Aide support was used next term to increase the effectiveness of this program.

You Tube was utilized in the Augmentative Communication lab for variety of programming.

Individualized picture schedules and Boardmaker strips continued to be enhanced/modified/developed for many students to assist them in understanding and following their daily schedules, making choices wherever possible and communicating their basic wants and needs.

Computer programs were utilized in the Primary and Secondary classrooms using switches for independent reading of stories by students.

<p>Students continued to use mouse-driven computer games in the Challenge program to enhance their future leisure skill capabilities.</p> <p>Pentium IV computers, flat screen monitors and laptops were received from Alberta Computers for Schools to replace old hardware and improve software capabilities in the classrooms and labs.</p>
<p>Strategies</p> <ul style="list-style-type: none"> ➤ Continue to access improved computer hardware through Alberta Computers for Schools to enable usage of new software programs ➤ Purchase an IPAD2 to explore it's many educational uses. ➤ 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 ➤ 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 (AISI project)

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	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
<p>LOCAL: Number of inquiries/tours given within the school term</p> <p>LOCAL: Number of students enrolled</p>	SCHOOL INFO 8	SCHOOL INFO 13	SCHOOL INFO 12	SCHOOL INFO 19	SCHOOL INFO 14	BASED ON 5 YR AVG 13				14	15	16
	6	7	2	5	5	5				2	3	4

<p>Comment on Results/Progress</p> <p>There is no way of knowing how many inquiries/enrollments there will be. Targets are only a best guess.</p> <p>We continued to work closely with public, separate, county, NWT, Nunavut school systems, aboriginal bands and various social services agencies to offer programming for students referred to us.</p> <p>A school tour guide was developed and utilized for greater understanding and retention of all persons viewing the school.</p> <p>All students received direct funding from Alberta Education (base and severe grants) until the end of the school term in which they turn twenty years of age.</p> <p>The school website was updated monthly to provide parents with current information on Parkland School (AB ED reports/calendars/policies and general information).</p>
<p>Strategies</p> <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 ➤ 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

PARENTAL INPUT THROUGH JANUARY AND MAY SCHOOL SURVEY RESULTS:

CONCERNS:

- Structurally, the school has very poor accessibility and no handicapped parking for parents/guardians who need to pick up or drop off students (KM)
- Current supports great but I don't understand the lack of relationship/support seen as integral in partnership with REACH etc severe supports for OT/PT/Psy/DHH/SLP in a school that is segregated Sp Ed programming. (DB)
- Communication has been lacking. Since our discussion it has improved. (TP)
- I would like the school to have OT/PT/Speech. (CM)
- Will discuss further the social/science (JL)
- Would like to request JH's diaper be checked/changed more; almost daily JH returns home very wet and soaked thru to wheelchair
- The one thing is when she is refusing to eat at school. It's almost like she doesn't want to take time to eat as she'll miss something and knows when she gets home she can eat and eat. She is often agitated/grouchy and starving when she gets home (MJ).

COMMENTS:

- We are really hoping that SC will be able to attend school more this semester.
- Very happy and satisfied with schooling and staff (HL)
- OK seems to be enjoying and benefiting from school. He was very excited to return after Christmas break!
- We cannot express how all the staff at Parkland embraces us and our foster son. Wonderful caring people (DM)
- I appreciate the efforts put in to keep SC at school.
- We are aware we have to stay on track for the goals we first set out for MS on basic life skills even if she may or may not catch on to them because of her learning disability.
- The glass doors put into this room have improved the atmosphere (SR)
- Staff are dedicated and caring (KM)
- Awesome job! (SN)
- AB is so thrilled with his teachers and school. He gets upset if he has to miss any days. He's a very proud young man. Praise to you all.
- TL went above and beyond to help figure out our transportation dilemma – thank you!! (BD)
- OK loves being at school and your work with him is appreciated.
- I know we just keep on the same goals for MS because of her limited ability to pick up on new things.
- The staff has the interests and compassion for the child at heart. I appreciate the care that SR receives.
- We continue to be very happy with SC's IPP, teachers and assistants at Parkland School. Your dedication towards providing a suitable education for SC is greatly appreciated.
- AB displays a lot more thought and awareness in his conversations. He's become very grown up and informative and a pleasure to talk with.
- Thanks to everyone for your efforts in helping CV.
- They all work in keeping up with her needs. She loves to go to school as often as her health lets her. Likes swimming the most (SN).
- We have been extremely happy with the care, support and learning provided by all at the school (JHa).

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	82.4	95.0	100.0		Very High	Maintained	Excellent			
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	90.0	100.0	87.5		Very High	Maintained	Excellent			

Comment on Results

The annual program ends report including outcomes and achievements plus goals for the next year was presented to the Board of Directors of Parkland Community Living and Supports Society in Nov/10 and approved.

The 3 YR PLAN/AERR document was posted on the school website and offered to the parents as hardcopy from the office by request. According to school surveys, parents were satisfied with the accessibility of these reports.

The Board continued to provide direction regarding school programs as per approved ends policies.

Daily communication books were utilized to ensure effective communication between home/residential placements and school.

Three compulsory parent-teacher interviews were completed.

School surveys were completed by parents in January and May as an instrument to voice concerns/wants for their children and their schooling.

Parents/guardians/residential staff were encouraged to call the school and speak with the CES about any problems or concerns.

Three family celebrations were held (Halloween Dance/Christmas Concert/Graduation ceremony) to bring all students/staff and parents together in fellowship.

A complete Snoezelen room renovation was completed in summer/11.

New blinds were purchased and installed in the kitchen and all classrooms in the main school building.

Sensory equipment was provided to Advanced classroom students (desk risers, foot cushions, back cushions and move n sit cushions).

A small group table and new chairs were put in the paperwork room for the Junior students use.

A personal FM system was provided for one of the Advanced students with hearing impairment.

A light box was provided for one of the Senior students with vision impairment.

A shopping cart was donated by Bed Bath and Beyond for use outdoors (heavy muscle work re: sensory integration programs).

A new bench was purchased with memorial donations and installed at the new playground site in honor of Pat Grant (one of the founding fathers of Parkland School).

Five workers from the nearby Nova Plant came and painted some playground equipment and washed windows as part of the Leadership Days of Caring incentive program.

All outside school doors (main building) were painted green upon approval from the Fire Marshall.

Main building hallway, ceilings and entry way were painted in summer/11

New garden doors were installed in the Primary classroom to provide more light.

Another garden box was built and added to the garden area in front of the portables.

Margaret Galipeau (our first sensory integration consultant) retired and donated \$4000 worth of equipment to our program.

More equipment was purchased for the sensory gym and the barrier-free, wheelchair accessible playground continued to be used as sensory environments for therapy on a daily basis.

Parents, guardians, members of the Society and staff members were kept informed of the school's progress through Alberta Education reports, copies of the audit, Program Ends reports and general information posted on the Parkland School website or requested through the school office.

New computer hardware was received from Alberta Computers for Schools.

Extensive yard work was completed in July and August/11.

Alberta Education visited in Sept/10 to review the new 3 yr plan document and tour our facilities. The 3 yr plan was approved with one recommendation for change.

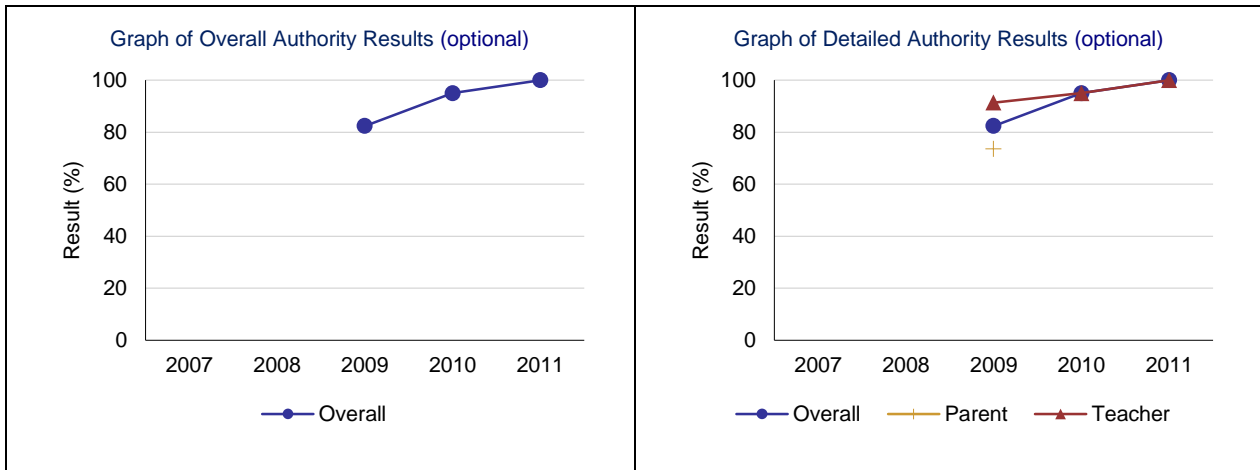
Sixteen Red Deer Public special education teachers toured the school in June to gain a better understanding of our program and offerings.

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
- 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/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)
- Continue to implement annual teacher/aide evaluation process
- 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)
- Continue to provide new programs and therapists to enrich the school curriculum
- Continue to purchase new materials and equipment appropriate for the students
- Continue to renovate and maintain school property
- Continue to use Computers for Schools to upgrade our computer hardware and provide laptops for our advanced students to use in their classroom

Parental Involvement – Measure Details

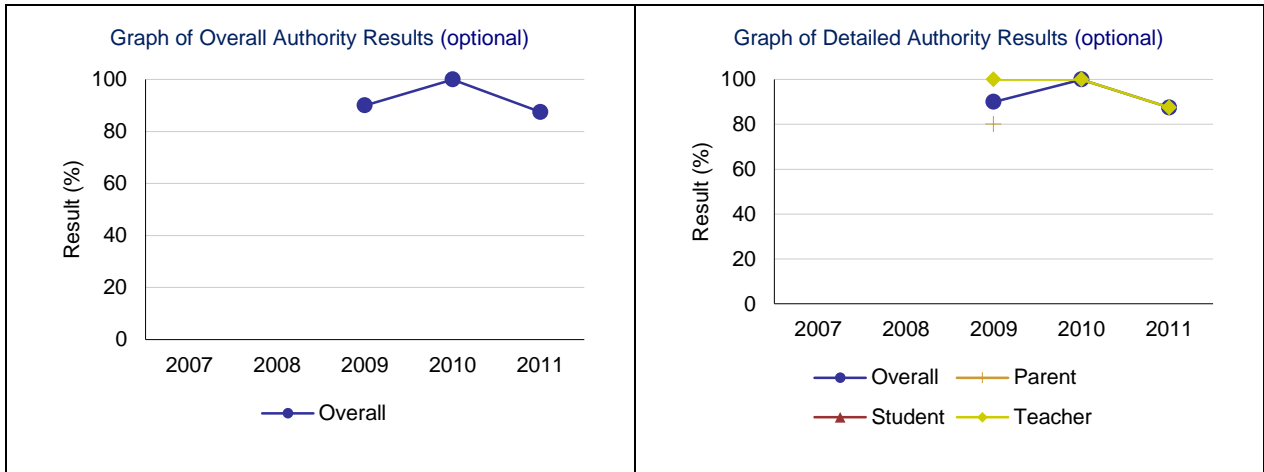
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	82.4	95.0	100.0	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	91.4	95.0	100.0	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	73.5	*	*	67.9	69.0	72.2	71.3	71.7



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

School Improvement – Measure Details

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	90.0	100.0	87.5	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	100.0	100.0	87.5	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	80.0	*	*	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	n/a	n/a	79.3	79.5	81.8	81.8	82.9



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	SCHOOL SURVEY 100% 98%	SCHOOL SURVEY 100% 94%	SCHOOL SURVEY 96% 100%	SCHOOL SURVEY 100% 100%	SCHOOL SURVEY 100% 100%	BASED ON 5 YR AVG 99% 98%				98% 98%	99% 99%	100% 100%

<p>Comment on Results/Progress</p> <p>Exceeded targets.</p> <p>Attendance at parent-teacher interviews was very good. If a parent was unable to attend on that specific day, alternate arrangements were made to meet with the teacher. Parents not able to come to the school were sent documents through the mail and given interviews over the phone.</p> <p>Strategies</p> <ul style="list-style-type: none"> ➤ Continue to insist upon all parents/guardians attending parent teacher interviews to discuss the IPP formulation and results. ➤ Continue to send out school surveys and encourage all parents/guardians to fill them out and return to the school.
--

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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	SCHOOL SURVEY & INFO 84% 4	SCHOOL SURVEY & INFO 84% 4	SCHOOL SURVEY & INFO 92% 5	SCHOOL SURVEY & INFO 85% 5	SCHOOL SURVEY & INFO 67% 5	BASED ON 5 YR AVG 82% 5				83% 5	84% 5	85% 5

Comment on Results/Progress

The percentage of parents satisfied with the opportunity fluctuates due to the fact that many of our students are in foster family or residential arrangements and those foster parents and staff are not eligible to serve on the Board due to being contracted employees of Parkland Community Living and Supports Society.

The Board of Directors had a nice mix of business and community members as well as parents and disabled partners.

The annual program ends report for Parkland School was presented at the annual Board retreat in Oct/10 for approval/compliance. At this time, Board members were given the opportunity to ask questions about outcomes, concerns and goals. The information in that report was transferred to this document and supplied to the Board members upon completion.

Strategies

- 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 look into becoming board members

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

Outcome: FNMI students are engaged in learning

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	*		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	*	*		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		n/a	n/a	n/a			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*		n/a	n/a	n/a			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*		n/a	n/a	n/a			

NOTE: 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). ALL STUDENTS STAY IN SCHOOL UNTIL FUNDING CEASES.

Local Outcome: Support the infusion of aboriginal perspectives.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
n/a				n/a	n/a	n/a				n/a	n/a	n/a

Comment on Results/Progress

A video of NWT perspectives and culture was purchased.

An additional set of thirty books on NWT was purchased.

Social workers from the aboriginal bands and NWT continue to visit the school to monitor the students and their progress.

Strategies

- Continue to supply as many events/educational supplies/information to the FNMI students as possible
 - *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

FUTURE CHALLENGES

- to seek new and innovative ways to provide every non-verbal student with a unique communication system that works for them now and in the future
- to continue to fund music therapy for all school students
- to purchase more sensory integration equipment and provide therapy on a daily basis
- to complete the second phase of expansion which will provide us with more space and decrease the waiting list
- to continue to utilize gym facilities at a nearby school for our physical education program now that our gym is being used for sensory integration therapies as well
- to encourage more staff to be bus drivers (Class 4)
- to assist parents/guardians to access community services for OT, PT, speech, vision and hearing and provide support by attending appointments and implementing strategies/programs at school wherever possible
- to work with REACH Calgary/Central Alberta REACH to provide therapies when no community services can be accessed
- to complete the trial project with Marta Aragon-Humphrey (Augmentative and Alternate Communication specialist from Calgary) with three students by securing funding allowing them to have a personal Vocaflex talker of their own
- to encourage parents of students in wheelchairs to become advocates for a proper lift system at Michener Centre so that all physically disabled persons can enjoy the warm pool there
- to purchase an IPAD 2 to trial it's uses with a variety of students regarding AAC communication and other educational applications

FINANCIAL SUMMARY 2010-2011

As of November 24, 2008, Parkland School receives Level 2 funding from Alberta Education.

Funds received from Alberta Education for the 10/11 school term were \$834,912.

All spending was within budget and no deficits occurred.

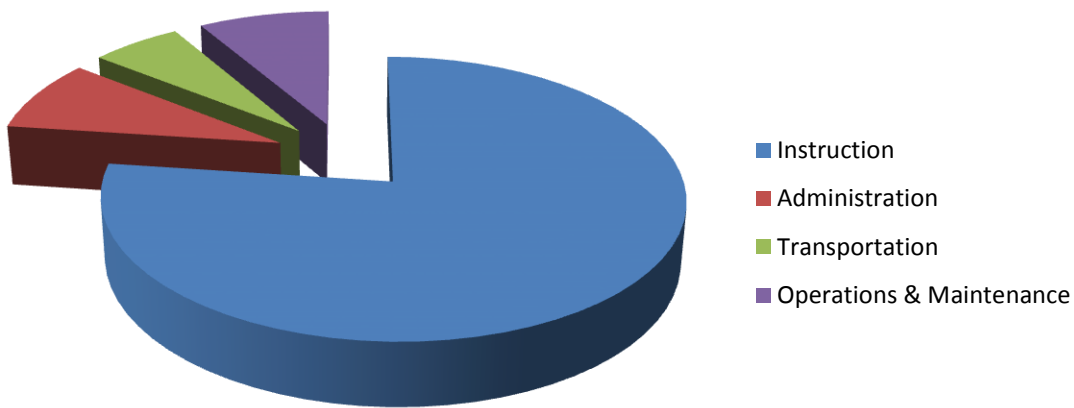
Funds were spent on:

- Staffing (teachers, specialized aides, subs)
- Outside consultants (speech, music, AAC, sensory integration, hearing)
- Equipment (sensory items, swing, classroom materials, aboriginal materials, furniture, specialized toys, computer hardware and software)
- Maintenance (equipment, buses, yard, repairs, painting)
- Capital projects (Snoezelen room renovation)
- Facility improvements (blinds, painting, special covering on outdoor ramps)
- Outside services (electricians, plumbers, janitors, handyman)
- Food (snack program)
- Fuel (buses)
- Administration (office expenses and services – payroll, accounting)

EXPENDITURES 2010-2011

• On instruction =	77.1%	(\$1,234,129)
• On administration =	8.5%	(\$135,907)
• On transportation =	5.9%	(\$94,366)
• On operations & maintenance =	8.5%	(\$136,242)
TOTAL:	100%	(\$1,600,644)

BUDGET EXPENDITURES



ANTICIPATED BUDGET 2011-2012

Based on the anticipated enrolment of 43-44 students for the 2011-2012 school term, the anticipated revenue from Alberta Education is \$871,380. This figure includes funding from basic and severe grants, AISI project, operations/plants maintenance and FNMI.

Anticipated expenditures are expected to be the similar to the 2010-2011 (as seen above). We anticipate no major changes in enrolment, staffing, programs or expenses.

- Facility improvements are ongoing and may include extensive painting of classrooms, playground improvements and body work/maintenance on buses in the summer of 2012.

EXPENDITURE SUMMARY AND REVENUE REPORT

Notification of the Annual General Meeting of Parkland Community Living and Supports Society will be sent out to members of the society. An explanation of budget details will be given at the meeting by the CFO of the society and the official auditors.

COPIES OF BUDGET STATEMENT AVAILABLE THROUGH:

ROXANNE MACKENZIE
CHIEF FINANCIAL OFFICER
PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY
6010 – 45 Avenue
Red Deer, AB
T4N 3M4

BUDGET SUMMARY

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 basic instruction grant and severe disability grant. 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 the fees are collected from the host school jurisdiction from which the student was originally referred or where the parent still resides.

SUMMARY OF FACILITY AND CAPITAL PLANS

- renovate Parkland CLASS building to house wheelchair classrooms, Advanced classroom, specialty rooms (Snoezelen, exercise/music room, computer labs, library) within the next five years
- expand existing classrooms in school to double their size within the next five years
- create an additional sensory integration room with all necessary equipment for daily therapy sessions within the next five years
- erect signage for the barrier-free, wheelchair accessible playground (Parkland/Rotary Playspace)

CAPITAL AND FACILITIES PROJECTS

- The Snoezelen room was completely renovated and updated in the summer of 2011.
- The renovation plan for expansion of our school to the office building next door is on hold until the new office building is completed. This phase of expansion will be completed when sufficient funds become available. It will include the movement of the Augmentative computer lab and two – three classrooms to that building and the addition of another Snoezelen room, a music/exercise room, library, quiet room, meeting rooms and washrooms. The movement of the specialized lab and classrooms will allow the classrooms in the main school building to expand to double their present size, allowing much more space for staff and students. Larger classrooms will also decrease the waiting list by allowing more students to enroll.
- The playground signage is ongoing in the hopes that it will be erected in the summer of 2012.

PARENTAL INVOLVEMENT

- All parents attend three parent teacher interviews per year to discuss annual assessment results, IPP results/changes/new goals and concerns.
- Parents are asked to complete two school surveys per year and results are reported in the Three Year Plan/AERR document in November of the following year.
- All parents/siblings/friends are invited to attend three celebrations per year (Halloween Dance, Christmas Concert and Graduation).
- All parents are made aware of the possibility of being a Board member of Parkland Community Living and Supports Society.
- All parents are capable of being associate members of Parkland Community Living and Supports Society if interested.
- Parents of students in wheelchairs are asked to volunteer on swim outings to Michener pool.
- An open door policy is in place for all parents to visit the school whenever they like.
- All parents are given a parent handbook each year to inform them of necessary dates/phone numbers/policies and information needed.
- Monthly calendars and updated information on the school is provided on our website www.parklandschool.org.
- Copies of all consultant assessments/recommendations are supplied to parents.
- Parents are welcome to attend when therapists are on-site for assessments and/or program revisions.
- All parents are urged to contact the Chief of Educational Services at the school with any and all concerns.

TIMELINES AND COMMUNICATION

- The THREE YEAR PLAN/AERR and AISI project annual report documents are available at the school for all society members and parents 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 to read.
- The Board of Directors of Parkland Community Living and Supports Society are provided with copies of the document upon completion.
- The THREE YEAR PLAN/AERR is also available on the school's website: www.parklandschool.org.

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

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.

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

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

Subject: **Parkland School – Challenge Program**

Ref no.: **V:2:5.0**

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

FUTURE CHALLENGES

- to provide every non-verbal student with a unique communication system through our new AISI project (Augmentative Communication)
- to continue to fund music therapy for all school students
- to purchase more sensory integration equipment and provide therapy on a regular basis
- to complete the second phase of expansion which will provide us with more space and decrease the waiting list
- to continue to utilize gym facilities at a nearby school for our physical education program now that our gym is being used for sensory integration therapies as well
- to train more staff to be bus drivers (Class 4)
- to assist parents/guardians to access community services for OT, PT, speech, vision and hearing and provide support by attending appointments and implementing strategies/programs at school wherever possible
- to work with REACH Calgary/Central Alberta REACH to provide therapies when no community services can be accessed
- to complete a trial project with Marta Aragon-Humphrey (Augmentative and Alternate Communication specialist from Calgary) with four students in order to secure funding for subsequent years
- to provide a swim program for the students in wheelchairs at Michener Center

FINANCIAL SUMMARY 2009-2010

As of November 24, 2008; Parkland School receives Level 2 funding from Alberta Education.

Funds received from Alberta Education for the 09/10 school term were \$788,886

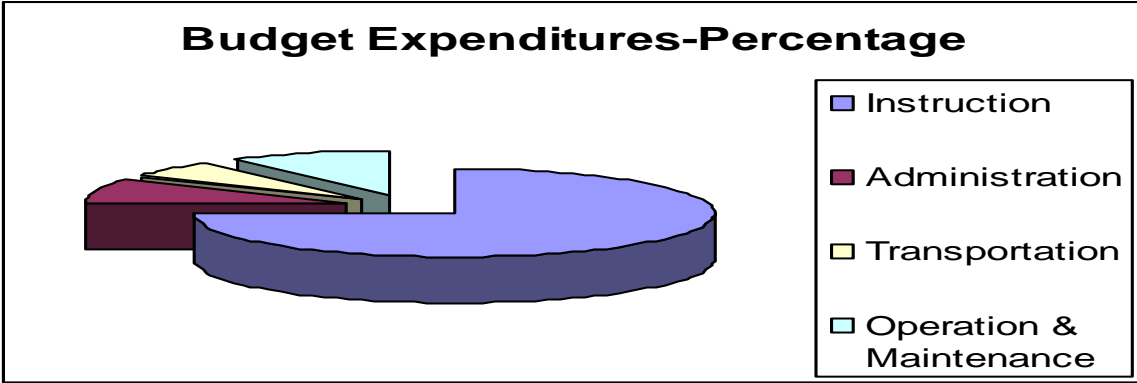
All spending was within budget and no deficits occurred.

Funds were spent on:

- Staffing (teachers, specialized aides, subs)
- Outside consultants (speech, music)
- Equipment (sensory items, swing, classroom materials, aboriginal books, change table, furniture, specialized toys, computer software)
- Maintenance (equipment, buses, yard, repairs, paint)
- Capital projects (sidewalks)
- Facility improvements (windows, parking lot, new outside door, new sidewalks)
- Outside services (electricians, plumbers, janitors, handyman)
- Food (snack program)
- Fuel (buses)
- Administration (office expenses and services – payroll, accounting)

EXPENDITURES 2009-2010

• On instruction =	75.1%	(\$1,135,591)
• On administration =	9.2%	(\$138,792)
• On transportation =	5.9%	(\$88,880)
• On operations & maintenance =	9.8%	(\$148,180)
TOTAL:	100%	(\$1,511,443)



ANTICIPATED BUDGET 2010-2011

Based on the anticipated enrolment of 40-42 students for the 2010-2011 school term, the anticipated revenue from Alberta Education is \$834,634. This figure includes funding for basic and severe grants, AISI projects, operations/plants/ maintenance and FNMI.

Anticipated expenditures are expected to be the similar to the 2009-2010 (as seen above). We anticipate no major changes in enrolment, staffing, programs or expenses.

Facility improvements are ongoing and may include extensive painting of classrooms/hallways, playground improvements and body work on buses in the summer of 2011.

EXPENDITURE SUMMARY AND REVENUE REPORT

Notification of the Annual General Meeting of Parkland Community Living and Supports Society will be sent out to members of the society. An explanation of budget details will be given at the meeting by the CFO of the society and the official auditors.

COPIES OF BUDGET STATEMENT AVAILABLE THROUGH:

ROXANNE MACKENZIE
CHIEF FINANCIAL OFFICER
PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY
6010 – 45 Avenue
Red Deer, AB
T4N 3M4

BUDGET SUMMARY

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 basic instruction grant and severe disability grant. 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 the fees are collected from the host school jurisdiction from which the student was originally referred or where the parent still resides.

SUMMARY OF FACILITY AND CAPITAL PLANS

- replace sidewalks around school building
- replace doors in Primary classroom with new garden style to provide more light and the ability for the students to see outside
- renovate Parkland CLASS building to house wheelchair classrooms, Advanced classroom, specialty rooms (Snoezelen, exercise/music room, computer labs, library) within the next four years
- expand existing classrooms in school to double their size within the next four years
- create an additional sensory integration room with all necessary equipment for daily therapy sessions within the next four years
- erect signage for the barrier-free, wheelchair accessible playground (Parkland/Rotary Playspace)

CAPITAL PROJECTS

- All sidewalks were replaced in July/10.
- A replacement door was ordered for the Primary classroom (to be installed in Oct/10).
- The renovation plan for expansion of our school to the office building next door is on hold until the new office building is completed. This phase of expansion will be completed when sufficient funds become available. It will include the movement of the Augmentative computer lab and two – three classrooms to that building and the addition of another Snoezelen room, a music/exercise room, library, quiet room, meeting rooms and washrooms. The movement of the specialized lab and classrooms will allow the classrooms in the main school building to expand to double their present size, allowing much more space for staff and students. Larger classrooms will also decrease the waiting list by allowing more students to enroll.
- The playground signage is ongoing in the hopes that it will be erected in the summer of 2011.

PARENTAL INVOLVEMENT

- All parents attend three parent teacher interviews per year to discuss annual assessment results, IPP results/changes/new goals and concerns
- Parents are asked to complete two school surveys per year and results are reported in the Three Year Plan/AERR document in November of the following year
- All parents/siblings/friends are invited to attend three celebrations per year (Halloween Dance, Christmas Concert and Graduation).
- All parents are made aware of the possibility of being a Board member of Parkland Community Living and Supports Society
- All parents are capable of being associate members of Parkland Community Living and Supports Society if interested
- Parents of students in wheelchairs are required to volunteer on swim outings to Michener pool
- An open door policy is in place for all parents to visit the school whenever they like
- All parents are given a parent handbook each year to inform them of necessary dates/phone numbers/policies and information needed
- Monthly calendars and updated information on the school is provided on our website www.parklandschool.org
- Copies of all consultant assessments/recommendations are supplied to parents
- Parents are welcome to attend when therapists are on-site for assessments and/or program revisions
- All parents are urged to contact the Chief of Educational Services at the school with any and all concerns

DEADLINES AND COMMUNICATION

The THREE YEAR PLAN/AERR and AISI project annual report documents are available at the school for all society members and parents 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 to read.

The Board of Directors of Parkland Community Living and Supports Society is provided with copies of the document

upon completion.
The THREE YEAR PLAN/AERR is also available on the school's website: www.parklandschool.org

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

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

- 3.0 Parkland School programs shall support and uphold the Agency's Ends Policies, Mission Statement and Values.
- 4.0 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**

5.0 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.

6.0 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.

7.0 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.

8.0 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

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

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

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

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

5.0 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.

6.0 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.

7.0 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.

8.0 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

2.0 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 devises which will assist in accessing and participating in the broader community.

POLICY

2.0 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

Subject: **Parkland School – Challenge Program**

Ref no.: **V:2:5.0**

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

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

Date: August 31, 1998

