

**PARKLAND SCHOOL AUTHORITY ANNUAL EDUCATION RESULTS REPORT
PARKLAND SCHOOL – NOVEMBER 2009**

STATEMENT OF PRIVATE SCHOOL AUTHORITY RESPONSIBILITY:

The Annual Education Results Report for Parkland Community Living and Supports Society for the 2008/2009 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

SIGNED: _____

RAY DUNHAM

(Chairman of the Board of Parkland Community
Living and Supports Society)

MONICA LAWES

(Principal of Parkland School)

TRUDY LEWIS

(Chief of Educational Services – Parkland CLASS)

SHARING OF RESULTS ACHIEVED:

The Parkland Community Living and Supports Society Board of Directors communicates its major accomplishments and results of the past year to parents and the school community by making the AERR accessible:

- to anyone interested through the website (www.parklandschool.org)
- to parents and the school community through requests at the school office (number is also posted on the school website)
- to all school personnel by posting a copy in the staff room
- to all Parkland CLASS Board members, members of the Association and the CEO at the Annual General Meeting in November each year

CONTEXTUAL INFORMATION FOR RESULTS ACHIEVED:

Parkland School is a private special education school located in Red Deer. Total enrollment fluctuates between 45-55 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, behavior management 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 will be utilized in the classrooms wherever possible. REACH Calgary services will only be provided if community services are not available. All students IPPs and schedules are highly individualized to accommodate all recommendations made by these specialized professionals.

SUMMARY OF ACCOMPLISHMENTS – RELATED PLANS AND TARGETED FUNDING:

STUDENT HEALTH FUNDING:

Central Alberta SHIP funding was utilized for sensory integration therapy for twenty 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 (AIS) FUNDING:

2008/09 was the third and final year of our project entitled “Music Therapy and the Disabled Child”. During the three year cycle, we explored different therapies that enhanced our students’ school experience. We began the cycle with play therapy and continued our search with music therapy utilizing a music therapist from JB Music in Calgary to provide music therapy sessions/consultations for all students. The sessions were carried out from October to June on a weekly basis. The results were reported in our annual AISI report to Alberta Education in September/09. This report is available by request from the school office.

Music therapy was so successful that it will be continued for the next term at a cost to the school.

TECHNOLOGY PLAN:

The purchase of effective, appropriate software continued. It is still most difficult to find appropriate software for our students but our library continues to grow slowly. An exciting new program was continued this term with six of our students with autism. “Teachtown” is a computer ABA program designed specifically for students with autism and has proven to be a winner with our group. We will be purchasing the program for next term and expanding it yet again to serve more students with autism.

Computers are being utilized in the Primary and Intermediate 1 classrooms to provide switch-activated programs to complement the work being done in the Augmentative Communication computer lab. These programs are utilized for the students to read stories.

TEACHER IN-SERVICE/PROFESSIONAL GROWTH PLAN:

All teaching staff took part in:

- Foundations (Basic Skills Training) certification (new staff)
- Medication Administration recertification
- Behavioral Strategies Seminar (2 day)
- Music Therapy seminar

Individual staff member attended seminars on Transition Planning for Students with Disabilities.

CAPITAL PROJECTS:

The Parkland CLASS-Rotary Playspace, a barrier-free, wheelchair accessible playground was completed in July, 2008. This playground was used by our school students as well as families in the Red Deer community and allowed our students in wheelchairs to play side by side with their peers. The structure has also proven to be most helpful with our sensory integration plans as well; providing outdoor equipment essential for daily “load-up” activities.

The renovation plan for expansion of our school to the office building next door is advancing now that Parkland Community Living and Supports Society had been successful in purchasing a parcel of land behind the school. The new playground was erected on this land and the new office building will be located there as well. Once the new office building is completed, the other structure will be renovated and turned over to the school.

This phase of expansion will be completed when sufficient funds become available. It will include the movement of the two computer labs and three classrooms to that building and the addition of another Snoezelen room, a music/exercise room, library, quiet room, meeting rooms and washrooms. The movements of these specialized labs and rooms 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.

FUTURE CHALLENGES:

- to launch our new AISI project (Augmentative Communication)
- to include music therapy for all school students in the school budget
- 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 complete the playground by erecting signage (Parkland CLASS–Rotary Playspace)
- 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 continue to find suitable candidates for teacher aide positions with the current labor crisis
- 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

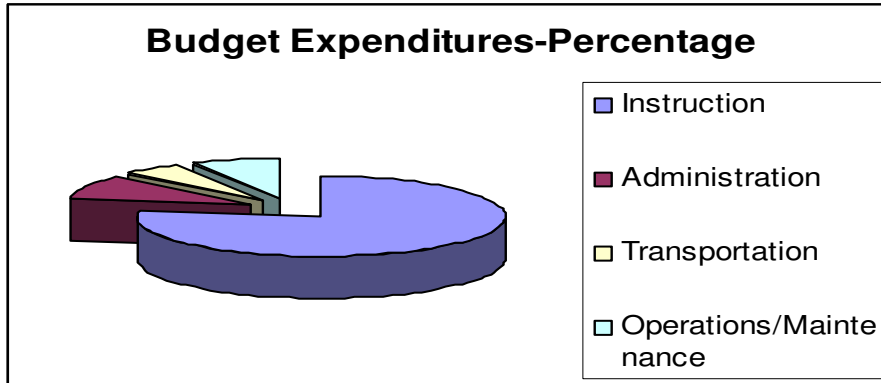
BUDGET HIGHLIGHTS:

- As of November 24, 2008; Parkland School now receives Level 2 funding from Alberta Education.
- The total revenue received from Alberta Education in 2008-2009 was \$870,866.
- The surplus for 2008-2009 was \$83,605.
- Annual surpluses are offset by capital asset acquisitions. In years past, the surplus funds were used to offset the costs of school renovations and new buses. The surplus for 2008-2009 was used to help with the construction of a barrier-free, wheelchair accessible playground.
- The total net assets of Parkland School are now \$845,505.

PERFORMANCE MEASURE:

The percentage of total budget expenditures:

- On instruction = 77.53%
- On administration = 9.45%
- On transportation = 5.24%
- On operations & maintenance = 7.78%



SUPPORTS:

35 students received one-to-one aide support and 10 students received one-to-two aide support in the 2008/09 school term.

PERFORMANCE MEASURE:

The spending per student for the 2008/09 school year from the year-end audit was: \$33,361

RESULTS ACHIEVED FROM LOCAL AND PROVINCIAL GOALS:

All performance measures have been addressed within the desired results and progress sections of this document.

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 the budget statement are available through:

ROXANNE MACKENZIE
CHIEF FINANCIAL OFFICER
PARKLAND C.L.A.S.S.
6010 – 45 Avenue
Red Deer, AB
T4N 3M4

October 2009 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	Parkland School Special Ed			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	93.0	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	75.9	n/a	n/a	80.3	79.4	78.7	Intermediate	n/a	n/a
			Education Quality	75.1	n/a	n/a	89.3	88.2	87.8	Very Low	n/a	n/a
			Drop Out Rate	*	*	n/a	4.8	5.0	4.9	*	*	*
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	0.0	n/a	n/a	76.8	75.3	75.6	Very Low	n/a	n/a
			PAT: Excellence	0.0	n/a	n/a	19.2	18.3	18.3	Very Low	n/a	n/a
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	72.2	n/a	n/a	79.6	80.1	78.1	Low	n/a	n/a
Citizenship			82.0	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	82.4	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	90.0	n/a	n/a	79.4	77.0	76.7	Very High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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).

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure		Results (in percentages)					Target**	
		2005	2006	2007	2008	2009	2009	
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. RESULTS FROM SCHOOL SURVEYS: 2005 = 95% 2006 = 100% 2007 = 100% 2008 = 100% 2009 = 100% NOTE: Alberta Education surveys generated only 10 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	93.0	96%
		Authority	n/a	n/a	n/a	n/a	93.0	
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	100.0	
		Authority	n/a	n/a	n/a	n/a	100.0	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	School	n/a	n/a	n/a	n/a	86.0	
		Authority	n/a	n/a	n/a	n/a	86.0	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Province	77.2	78.4	78.5	79.1	81.7	

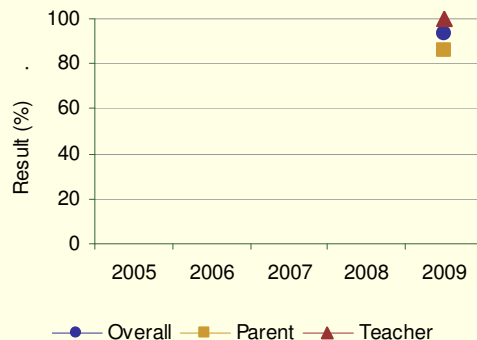
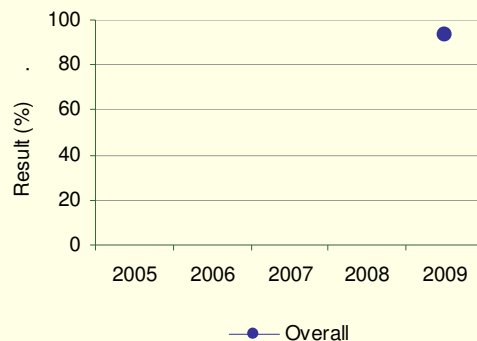
Comment on Results

(an assessment of progress in relation to past performance)

PROGRESS:

- Strobe lights and reflective tape were installed on buses as per AB ED requirements.
- All staff were given the option to receive free flu shots.
- A new electric lift was purchased and utilized in the Primary classroom.
- A fire inspection was completed in June/09 with no concerns.
- A health inspection was completed in April/08 with no concerns.
- The no-tolerance approach to student illness continued to protect medically fragile students and prepare for a possible pandemic situation.
- All staff completed medication administration recertification and a 2 day behavioral strategies seminar.
- PIPA (Privacy Principles Policy) remained in full force.
- Kiwanis Club again presented "Terrific Kid" awards monthly.
- Student conduct and behavior was focused upon using sensory integration techniques for improvement.
- The local RCMP detachment assigned Constable Jane Owens to our school for visits and participation in our celebrations.
- The suspension and expulsion policies remained in place with one student being expelled due to the safety risk to other students and staff this term.
- The new barrier-free, wheelchair accessible playground completed in July/08 and was utilized for all students and the broader community (all safety measures were in place on this new structure).

Graph of Overall School Results (optional)



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

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

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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. NOTE: OUR AMENDED GOAL READS: Percentage of.....including technology, health, physical education and life skills instruction. RESULTS FROM SCHOOL SURVEYS: 2005 = 97% 2006 = 97% 2007 = 96% 2008 = 98% 2009 = 97% NOTE: Alberta Education surveys generated only 10 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	75.9	96%
		Authority	n/a	n/a	n/a	n/a	75.9	
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	83.0	
		Authority	n/a	n/a	n/a	n/a	83.0	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	School	n/a	n/a	n/a	n/a	68.8	
		Authority	n/a	n/a	n/a	n/a	68.8	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Province	71.5	72.6	72.9	74.1	75.3	

Comment on Results

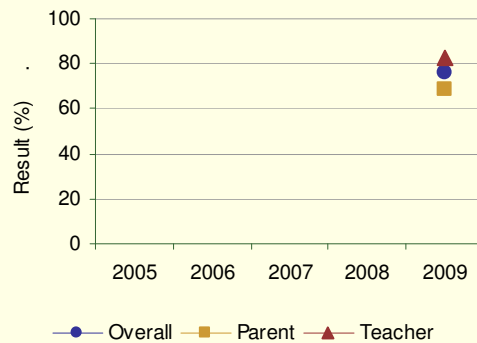
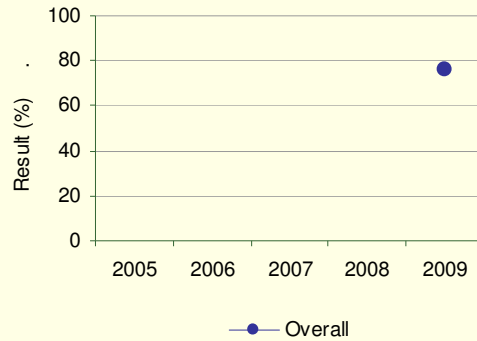
(an assessment of progress in relation to past performance)

CONCERNS: The parent survey is not designed to include life skills instruction (integral to our program) and contains questions on a second language and drama which are difficult for parents to answer. As a DSEPS school, we offer alternate communication options to non-verbal students (sign language, technical talkers picture albums, Boardmaker strips etc) but no other language options are taught. This confusion resulted in 4/8 parents giving a "don't know" reply. It would be helpful to have an N/A option available for such instances.
 -We do not offer drama instruction other than our performances at the Christmas concert and graduation ceremonies. It is unclear whether parents thought of this when replies were made to the survey as 3/10 parents gave a "don't know reply."

PROGRESS:

- The pull-out program for the students in wheelchairs was further expanded to enable them to participate with their peers in language, snack, reading, math and fine motor classes.
- A county school in close proximity was again utilized for phys ed classes for Sr 2 students providing some integration opportunities.
- In keeping with using the community for ongoing life skills training; several field trips were taken this term including Children's festival, Lacombe corn maze, Sylvan Lake, Discovery Canyon, Carnival theatre, Canyon Ski Hill and the Space Science Center in Calgary.
- The mandatory exercise program was with all students as per AB ED regulations.
- The implementation of signing in Snack class was expanded to enhance the students' repertoire of signs (food and utensils).
- The swim program at the Collicut Center was continued offering our students more activities and integration opportunities than our old venue.
- Music therapy was expanded to include all school students 1/wk.
- The Augmentative Communication Computer program was expanded to provide 2 sessions per week to students in wheelchairs.
- Wii Sports was purchased for use in physical education classes.
- The Collicut Field House was utilized once/month for recreational Outings.
- All students were accompanied to the Challenge computer lab by their aides for increased support and interaction.

Graph of Overall School Results (optional)



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

Outcome: The education system meets the needs of all K–12 students, society and the economy. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers, parents and students satisfied with the overall quality of basic education. RESULTS FROM SCHOOL SURVEYS: 2005 = 93% 2006 = 97% 2007 = 100% 2008 = 98% 2009 = 100% NOTE: Alberta Education surveys generated only 9-10 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	75.1	96%
		Authority	n/a	n/a	n/a	n/a	75.1	
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	92.5	
		Authority	n/a	n/a	n/a	n/a	92.5	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	School	n/a	n/a	n/a	n/a	57.6	
		Authority	n/a	n/a	n/a	n/a	57.6	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results

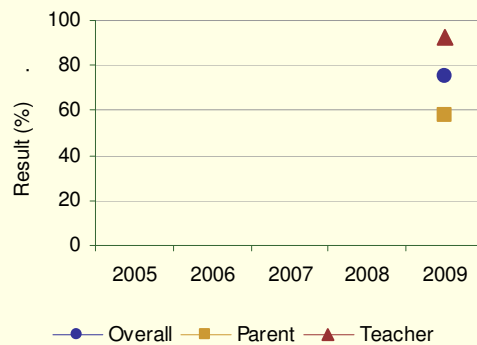
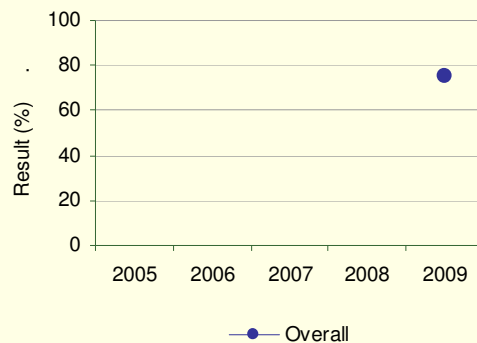
(an assessment of progress in relation to past performance)

CONCERN: The questions on clear understanding of what is expected, finds school work challenging and finds school work interesting are difficult to answer for most severely disabled students (4-5 parents answered with “disagree” or “don’t know”). Again, the option of N/A would be useful in most cases.

PROGRESS:

- Level 2 funding was accepted in Nov/08 increasing the revenue for the school and enabling more programs/equipment to be provided to the students.
- IPP goals were prioritized for each student from the provincial curriculum and annual assessment results. These parent-approved goals were the focus of education in the 08/09 term.
- Communication dictionaries were continued with high priority this term. Students with limited or non-existent verbal communication were targeted. The document explains the individual’s communication system (facial expressions, sounds, movements, modified signs etc). These continue to be a work in progress and will be passed on to caregivers upon graduation.
- Students requiring specialized services from REACH, Galipeau Physiotherapy, DTHR and JB Music were targeted and services were supplied in a timely manner.
- Parents were sent survey forms in January and May asking for feedback re: IPP goals and performance measures.
- Parents and teachers participated in the Alberta Education surveys (re: Level 2 funding requirements) for the first time. Results were reported in the 3 year plan in May/09 and in this document.

Graph of Overall School Results (optional)



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

Outcome: The education system meets the needs of all K–12 students, society and the economy. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. RESULTS FROM SCHOOL SURVEYS: 2005 = ??? 2006 = ???? 2007 = ??? 2008 = ???? 2009 = ???? NOTE: Alberta Education surveys generated only 8 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	52.0	not set
		Authority	n/a	n/a	n/a	n/a	52.0	
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	81.6	
		Authority	n/a	n/a	n/a	n/a	81.6	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	School	n/a	n/a	n/a	n/a	22.5	
		Authority	n/a	n/a	n/a	n/a	22.5	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Province	76.7	77.1	76.8	77.7	78.4	

Comment on Results

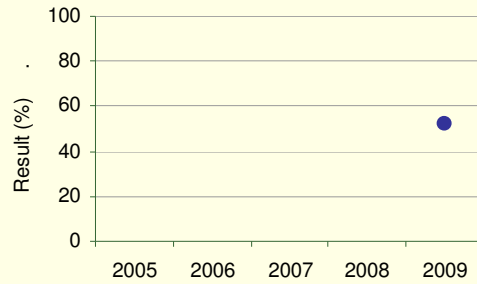
(an assessment of progress in relation to past performance)

CONCERNS: Some of the questions in the survey were not relevant to a DSEPS school. We have no academic or career counseling for grades 7 and 10. There are no school library services as we use the public library for resources as needed. Services beyond regular instruction that help students read and write are not offered as our regular classes are specialized already.

PROGRESS:

- All students were given special support by specialized aides (1-1 or 1-2 staff/student ratio).
- Consultants from REACH, JB Music, Galipeau Physiotherapy and DTHR were utilized to make recommendations on programming for the students in need.
- Children in our residential settings were served by the Wellness nurse whenever needed.

Graph of Overall School Results (optional)



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

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

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	School	*	*	*	*	*	N/A
	Authority	*	*	*	*	*	
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	School	*	*	*	*	*	N/A
	Authority	*	*	*	*	*	
	Province	23.0	21.3	21.2	21.3	19.8	

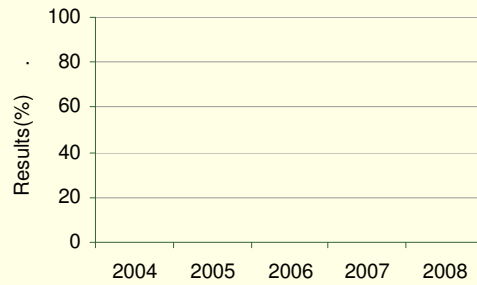
Comment on results

(an assessment of progress in relation to past performance)

INFORMATION:

-Students stay in our program until age 20 when the provincial funding runs out. Some students are transferred back to their jurisdiction if capable but there are no drop outs.

Graph of Overall School Results (optional)



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

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. RESULTS FROM SCHOOL SURVEYS: 2005 = N/A 2006 = 86% 2007 = 96% 2008 = 87% 2009 = 92% NOTE: Alberta Education surveys generated only 9 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	79.0	87%
		Authority	n/a	n/a	n/a	n/a	79.0	
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	95.0	
		Authority	n/a	n/a	n/a	n/a	95.0	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	School	n/a	n/a	n/a	n/a	63.0	
		Authority	n/a	n/a	n/a	n/a	63.0	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Province	76.1	77.1	77.0	78.0	80.3	

Comment on results

(an assessment of progress in relation to past performance)

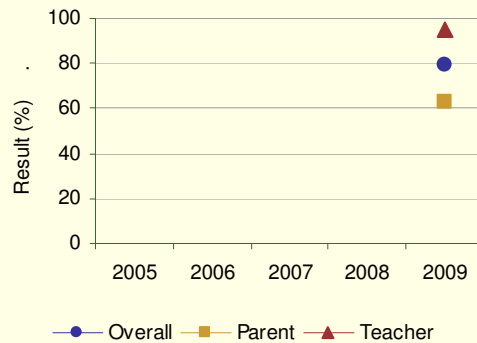
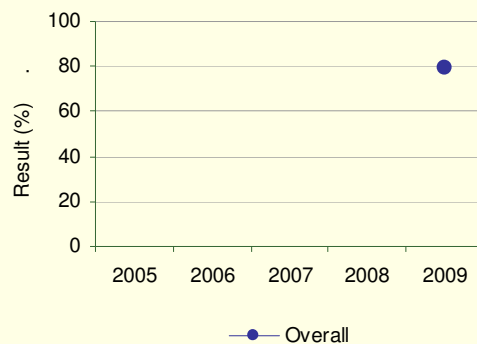
CONCERN: Central Alberta REACH team cut back its service to Parkland School due to an overload on their consultants and an inability to provide the level of consultation we had enjoyed in the past. The physical therapist, vision and hearing consultants were only on-site when specifically requested this term. We were told that parents/guardians would have to access community services first next term. If no community services can be accessed then REACH services can be pursued by the school on an as-needed basis. Parents may have a difficult time accessing community services as DTHR is overloaded as well.

The questions on the survey imply that these specialized services are provided by the school but this is no longer the case with OT, PT, vision, hearing and speech therapies due to the new policy handed down to us from REACH Calgary.

PROGRESS:

- Sensory diets were developed for all students with sensory integration issues, resulting in improved functioning and awareness with fewer behavior incidents.
- More specialized sensory equipment was purchased and utilized and a new playground was erected and accessed for sensory programming.
- Students continued to access the Health Unit (inoculations), Glenrose Hospital (assessments/ seating clinics), Children's Hospital (medical/surgery/seating clinics), DTHR (OT/ PT/ feeding assessments), Central Alberta SHIP (sensory integration consultant), and AISI (music therapy).
- Children residing in Parkland Community Living and Supports Society residential settings were served by the Wellness nurse.

Graph of Overall School Results (optional)



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

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Number of students served by music therapist (AISI project)	Overall (required)	School	n/a	n/a	n/a	18	20	20
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of students served by sensory integration physiotherapist (funds from Central Alberta SHIP)	Overall (required)	School	8	10	19	17	17	20
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of students served by Central Alberta REACH team (OT=0, PT=5, vision=4, hearing=1)	Overall (required)	School	48	53	58	57	10	24
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of students served by SHOS (DTHR) (funds from Central Alberta SHIP (must qualify for service))	Overall (required)	School	1	0	0	0	0	2

Outcome: Students complete programs.

LOCAL OUTCOME 1: Parents have the opportunity to choose a school program for their child after touring, viewing school video and being advised of all programs offered in the public school system – parents are encouraged to make an informed choice.

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Number of tours given	Overall (required)	School	8	11	8	13	12	9
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of students enrolled	Overall (required)	School	3	6	6	7	2	4
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

PROGRESS:

- We continue to work closely with public, separate, county, NWT, Nunavut school systems and various social service agencies to offer programming to students who do not flourish in their systems.
- All students receive direct funding from Alberta Education (base and severe grants) until the end of the school term they turn twenty years of age.
- The school website was updated monthly to provide parents with current information on Parkland School (AB ED reports/calendars/policies).

LOCAL OUTCOME 2: Students use computer technology skills to enhance basic life and leisure skills

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Number of students served in the Challenge Lab computer program	Overall (required)	School	22	25	24	31	31	25
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of students served in the Augmentative Communication computer program	Overall (required)	School	27	26	24	21	20	25
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Percentage of parents satisfied with students' access to liberating technology programs	Overall (required)	School	n/a	92%	90%	86%	92%	91%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

PROGRESS:

- The internet was used in the Challenge lab (later the Aug Comm lab) to accommodate the "Teachtown" ABA program and allow the Senior 2 students to do their research projects.
- The "Teachtown" ABA program was used with six students with autism with good success.
- Individualized picture schedules and strips continued to be developed/modified for many students to assist them in understanding and following their daily schedules, making choices wherever possible and communicate their basic wants and needs.
- A computer program was utilized in the Primary and Intermediate 1 classrooms using switches for independent reading of stories by students.
- Students continued to use mouse-driven computer games in the Challenge lab to enhance their future leisure skill capabilities.
- Pentium IV computers, flat screen monitors and laptops were received from Computers for Schools to replace old hardware and improve software capabilities in classrooms and labs.

PARENTAL INPUT THROUGH JANUARY AND MAY SURVEY RESULTS:

CONCERNS:

- I am somewhat concerned that LW could be more learned. I feel that he has much potential but learns what he sees which can result in seeing how others act is okay. Will discuss more at interviews.
- JB expects help when drinking at group home now. Needs to do himself with reminders. Only independent thing he has.
- Still need 1 handicapped accessible parking spot for pick-up/drop-off in snowy and muddy conditions. Doors to school are not accessible.
- When BD became junior high age and I decided the regular junior high was not for her, I went to a tearful and disappointing appointment with a teacher from a special program at Westpark Middle school and left saying " If she has to go to school here, I'm going with her". I wasn't told about Parkland School by anyone I spoke to at the school office. Just wondering how many other parents weren't told.

COMMENTS:

- Thank you for teaching our son CB! He has come a long way! Hooray! Yippee!
- I appreciate the dedication of the staff; they are always pleasant and communicate very well with me.
- We are very satisfied with the care and learning DM gets. We realize he can be a difficult child to entertain, care for and teach. You all do a wonderful job! Thank you.
- With MS, I'm sure you find it different working with her each day. Some days her autistic tendencies show more and other days she is way more aware.
- We appreciate the time and care given to JH.
- Awesome job done over the year! Thank you.
- Once again, we are very pleased with SC's program here at Parkland School. The staff here have always treated our girl and us very well. We appreciate the team approach and professionalism that the staff exhibit.
- I am satisfied with the overall school program concerning DM and more especially with the school staff who are kind and caring with the students
- DM seems to be very happy when in school. Overall, I'm satisfied with the services Parkland School offers especially from the teachers and Parkland School staff.
- SN is trying to talk again. She's doing so good.
- We are very happy as we know what a handful he can be. He loves school so obviously everyone's doing the right thing. Thank you.
- I truly appreciate everything you do for SR – he looks forward to attending school and misses it when he cannot attend.
- We are very pleased with the care and education JR is receiving. We thought Quest in Calgary was the best but we were wrong. Your school is definitely "THE BEST". Thanks.
- We feel you are doing your best for JH. There is not a lot you can do for him. He's what he is.
- New playground a wonderful asset to students – thanks!!

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

OUR AMENDED OUTCOME READS:

Students demonstrate high standards (achieve provincial learning standards set out in the "Programming for Students with Special Needs" curriculum) by completing goals on their Individual Program Plans (IPP)

NOTE: The students at Parkland School do not write provincial exams due to their cognitive disabilities.

Performance Measures (LOCAL GOAL)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of students completing or improving skills identified on their Individual Program Plan (IPP)	Overall (required)	School	94%	78%	89%	93%	98%	90%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

<p>PROGRESS:</p> <ul style="list-style-type: none"> -All Individual Program Plans were updated in January and finalized at the end of May according to the monthly date collection and annual assessment results on each student. 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. -School surveys were sent out to parents/guardians in January and May with encouragement to respond. -Sensory integrations "diets" were attached to final IPP copies. -The front pages of the computerized IPP program were further perfected. -IPP goals were fewer but more appropriate (measurable and observable) as per Alberta Education suggestions on IPP format. -IPP goals for the Augmentative Communication Computer program were re-worked to be more specific and measurable.
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Outcome: Students are well prepared for lifelong learning.

OUR AMENDED OUTCOME READS:

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
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	School	n/a	n/a	n/a	n/a	63.1	not set
		Authority	n/a	n/a	n/a	n/a	63.1	
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	92.9	
		Authority	n/a	n/a	n/a	n/a	92.9	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	School	n/a	n/a	n/a	n/a	33.3	
		Authority	n/a	n/a	n/a	n/a	33.3	
		Province	55.1	57.9	57.1	59.5	60.8	

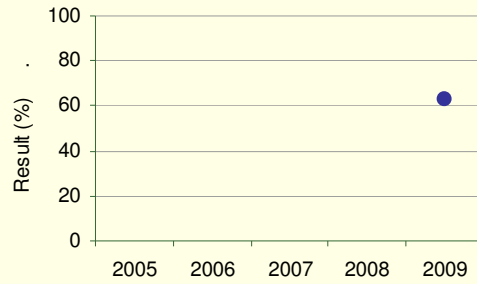
Comment on Results

(an assessment of progress in relation to past performance)

PROGRESS:

- All Senior 2 students were involved in community/in-school pre-vocational pursuits (shopping/work placements/recycling/mail pick-up and delivery etc).
- Senior 2 students are taught by a full-time certified teacher in a self-enclosed classroom. Skills are taught with the possible potential in mind for these students to enter the Transitional Vocational Program (TVP) at Red Deer College or the Cosmos Vocational Program upon graduation.
- The in-school pre-vocational program continues to be offered once per week to prepare all senior advanced students for eventual community placements.
- Tours and community awareness were undertaken by Senior 2 students on a weekly basis to familiarize the students with community placements, businesses and recreational sites. Community awareness taught the students good citizenship skills in a realistic environment.
- Health class was used to educate the students about stranger awareness, personal space and relationships with friends and co-workers.
- The Senior 2 students ran a hot lunch program three times this term to learn more about pre-vocational skills.
- In-school jobs were created for some Senior 2 students to gain experience before entering the community program.
- One Senior 2 student worked successfully in a community business twice per week with only shadowing needed by the trainer.

Graph of Overall School Results (optional)



			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Performance Measures (LOCAL GOAL)								
Number of students graduating from Parkland School	Overall (required)	School	4	7	1	3	8	4
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

Outcome: Students are well prepared for employment and/or post secondary programs.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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.	Overall (required)	School	n/a	n/a	n/a	n/a	72.2	not set
		Authority	n/a	n/a	n/a	n/a	72.2	
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	100.0	
		Authority	n/a	n/a	n/a	n/a	100.0	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	School	n/a	n/a	n/a	n/a	44.4	
		Authority	n/a	n/a	n/a	n/a	44.4	
		Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

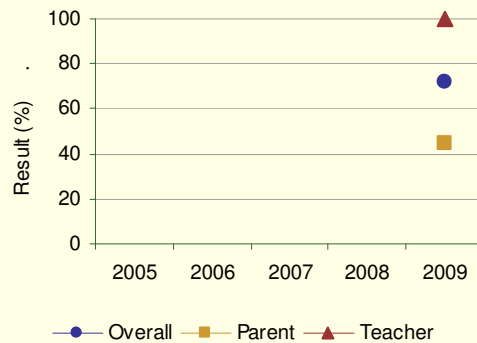
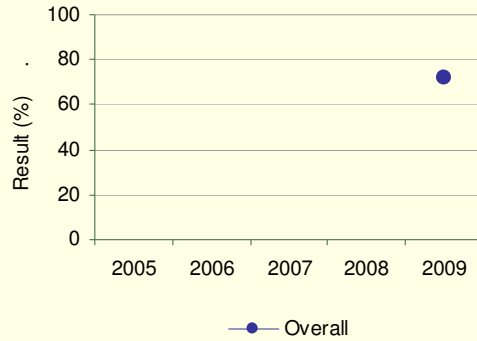
(an assessment of progress in relation to past performance)

CONCERN: Only our Senior 2 students are taught pre-vocational skills (in-school and community placements). Question applied to 4/9 parents but 5 answered with very dissatisfied, dissatisfied or don't know. The question is most difficult for most parents to answer as the probability of work after graduation is unclear at best for most of our students.

PROGRESS:

-The one student capable of working independently in the community was offered employment at Walmart after graduation but moved away.

Graph of Overall School Results (optional)



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

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of Senior 2 students involved in the community pre-vocational program NOTE: 3 students not able to participate due to health/behavioral issues	Overall (required)	School	100% ⁸	65%	86%	67%	63%	100%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of students that applied for the Transitional Vocational Program (TVP) at Red Deer College NOTE: 2 students capable of attending program moved away after graduation	Overall (required)	School	0	1	0	1	0	1
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

Outcome: Students model the characteristics of active citizenship.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	School	n/a	n/a	n/a	n/a	82.0	not set
		Authority	n/a	n/a	n/a	n/a	82.0	
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	100.0	
		Authority	n/a	n/a	n/a	n/a	100.0	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	School	n/a	n/a	n/a	n/a	64.0	
		Authority	n/a	n/a	n/a	n/a	64.0	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

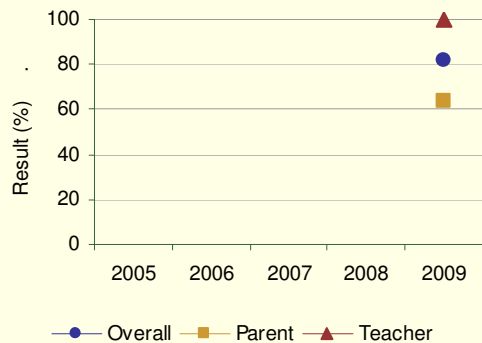
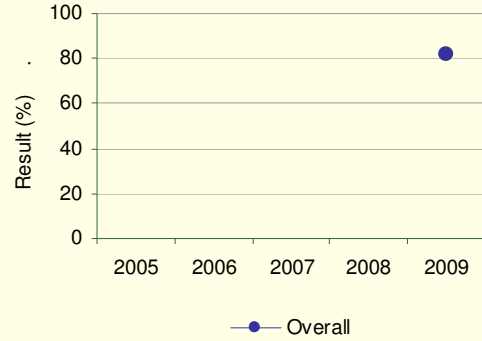
(an assessment of progress in relation to past performance)

CONCERN: These questions were difficult for parents to answer due to the challenges we face as a DSEPS school (behavioral/cognitive/sensory issues). The questions relate to skills that are continually a work in progress with our students. 5/10 parents gave an answer of "don't know".

PROGRESS:

- 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.
- Students were encouraged to be involved in activities that help the community by picking up trash in the schoolyard and along the walking path whenever possible, by collecting pennies for the SPCA Pennies for Paws program, by recycling and composting.
- Students were encouraged to do their best always
- These attitudes are reported on the "Work Habits and Social Growth" page in all IPPs.

Graph of Overall School Results (optional)



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

LOCAL OUTCOME 1: Students complete programs and show progress on their annual evaluations

Performance Measures (LOCAL GOAL)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of students showing advancement in skill development on their annual Brigance/Carolina assessments	Overall (required)	School	79%	76%	64%	78%	87%	75%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

PROGRESS:

- Brigance Inventories and Carolina curriculum assessments were completed during the January to May period. Results of these assessments were utilized in the formulation of new IPPs for Sept/09.
- The October parent-teacher interviews were used for a specific review and explanation of the annual assessment results for each student.

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. RESULTS FROM SCHOOL SURVEYS: 2005 = 93% 2006 = 91% 2007 = 100% 2008 = 96% 2009 = 100% NOTE: Alberta Education surveys generated only 10 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	82.4	96%
		Authority	n/a	n/a	n/a	n/a	82.4	
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	91.4	
		Authority	n/a	n/a	n/a	n/a	91.4	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	School	n/a	n/a	n/a	n/a	73.5	
		Authority	n/a	n/a	n/a	n/a	73.5	
		Province	65.2	68.1	67.9	69.0	72.2	

Comment on Results

(an assessment of progress in relation to past performance)

CONCERNS: Very few parents are interested/able to be a Board member where they could be more actively involved in making decisions about their child's education and the school.

The parents are given the opportunity to state their concerns/wishes regarding their child's education on the school survey that is sent out twice per year. They are also given such opportunities at the three compulsory parent-teacher interviews each year. Beyond these possibilities, any parent/guardian is well received when phoning or meeting with the Director at any time. All requests are discussed and put into effect if possible.

PROGRESS:

- The annual program ends report including outcomes and achievements plus goals for the next year was presented to the Board in Nov/08 and approved. This report was available to all society members.
- The AERR and Three Year Plan were posted on the school website and offered to all parents as hardcopy from the office by request. On school surveys, 95% of the 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 and school.
- Three compulsory parent-teacher interviews were completed
- School surveys were provided to parents in January and May.

Graph of Overall School Results (optional)



LOCAL OUTCOME 1: Business and community play a meaningful role in pre-vocational skill development, life skills training and recreational enhancement and awareness

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Number of businesses and community facilities utilized in pre-vocational, life skills and recreation activities	Overall (required)	School	26	26	27	27	26	26
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Percentage of students utilizing school/work placements/community involvement for their education	Overall (required)	School	100%	100%	100%	100%	100%	100%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

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

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of parents satisfied that the IPP goals are being clearly communicated as learning expectations for their child	Overall (required)	School	93%	94%	96%	100%	100%	97%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Percentage of parents satisfied that the school staff are helping their child achieve IPP goals	Overall (required)	School	95%	97%	98%	94%	100%	98%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

PROGRESS:
 -Attendance at parent-teacher interviews is very good. If a parent is unable to attend on the specific day, alternate arrangements are made to meet with the teacher. Parents not able to come to the school are sent the documents through the mail and given interviews over the phone.

Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
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. RESULTS FROM SCHOOL SURVEYS: 2005 = 82% 2006 = 79% 2007 = 88% 2008 = 96% 2009 = 97% NOTE: Alberta Education surveys generated only 10 responses whereas our internal surveys generated 16-26 responses (January and May results).	Overall (required)	School	n/a	n/a	n/a	n/a	90.0	89%
		Authority	n/a	n/a	n/a	n/a	90.0	
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	100.0	
		Authority	n/a	n/a	n/a	n/a	100.0	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	School	n/a	n/a	n/a	n/a	80.0	
		Authority	n/a	n/a	n/a	n/a	80.0	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Province	77.9	79.4	79.3	79.5	81.8	

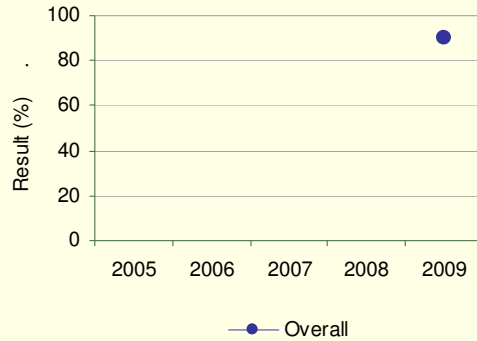
Comment on Results

(an assessment of progress in relation to past performance)

CONCERN: The survey does not specify programs and physical improvements to the school which relate to the overall quality of education (ie: new playground/sensory equipment/music therapist/renovations/upkeep/wages etc).

PROGRESS:

- All teaching staff wages were increased by 7%.
- More sensory equipment was purchased and the gym continued to be used as a sensory environment for therapy use on a daily basis.
- The Parkland School website was continually updated to include job opportunities as well as information on the school, monthly calendars, parent handbook information and links to Alberta Education reports (AERR and Three Year Plan). The website address remains www.parklandschool.org.
- Copies of the audit, Program Ends annual report, Annual Education Results Report and Three Year Education Plan were made available to Board members, society members and staff at the annual general meeting in Nov/08 or upon request from the school office.
- A certified teacher was put in charge of the liberating technology program (Challenge and Augmentative Communication labs). Both programs were updated where necessary.
- A certified teacher was put in charge of the sensory integration program and worked with students and staff in the mornings Monday to Thursday.
- Five Pentium IV computers with flat screen monitors and one laptop were received from Computers for Schools to upgrade our classroom and lab hardware.
- Full spectrum lighting was installed in all classrooms.
- A new barrier-free, wheelchair accessible playground was put into use in September/08 and utilized by all students and the broader community.



Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	School	n/a	n/a	n/a	n/a	66.7	97%
		Authority	n/a	n/a	n/a	n/a	66.7	
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	School	n/a	n/a	n/a	n/a	66.7	
		Authority	n/a	n/a	n/a	n/a	66.7	
		Province	76.5	78.2	78.8	80.4	81.5	

Comment on Results

(an assessment of progress in relation to past performance)

CONCERNS: Teachers were encouraged to take additional courses/seminars of interest throughout the school term. The cost of these courses were paid for by the school. There were not many appropriate courses/seminars available this term.

PROGRESS:

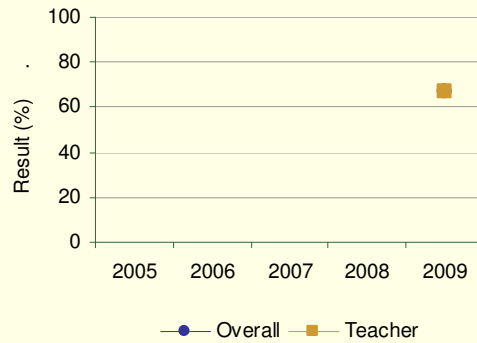
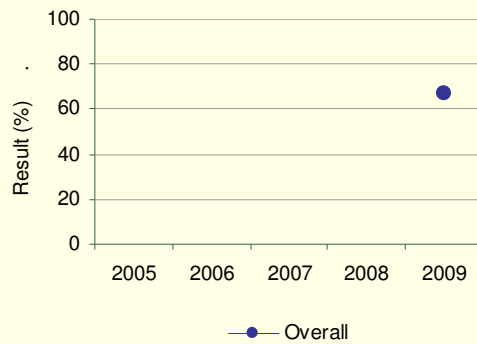
-The following professional development was completed:

- Foundations (Basic Skills Training) certification
- Medication Administration recertification
- 2 day behavioral strategies seminar

These courses/seminars are mandatory for all Parkland CLASS employees.

-One teacher attended the seminar "Transition Planning for Students with Disabilities".

Graph of Overall School Results (optional)



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

LOCAL OUTCOME 2: Parents and community members as board members have the opportunity to formulate program ends policies for the school

Performance Measures (LOCAL GOALS)			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of parents satisfied with the opportunity to be a Board member of Parkland Community Living and Supports Society	Overall (required)	School	74%	80%	92%	84%	84%	93%
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	
Number of parents/persons with disabilities on the Board of Directors	Overall (required)	School	4	5	4	4	5	5
		Authority	n/a	n/a	n/a	n/a	n/a	
		Province	n/a	n/a	n/a	n/a	n/a	

INFORMATION:

- The percentage of parents satisfied with the opportunity fluctuates due to the fact that many of our students are in foster family arrangements and those foster parents 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.

BOARD INVOLVEMENT IN AERR: The annual program ends report from Parkland School is presented each year at the board retreat and accessed for compliance. All board members are given the opportunity to ask questions about outcomes, concerns and goals for the following school term. The information in this report is then transferred into the AERR. The final AERR is supplied to the board members upon completion.