

**PRIVATE SCHOOL AUTHORITY THREE-YEAR EDUCATION PLANS  
2019/2020 TO 2021/2022 ANNUAL EDUCATION RESULTS REPORT 2018/2019  
FOR PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY  
(PARKLAND SCHOOL)**

**ACCOUNTABILITY STATEMENT**

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Parkland Community Living and Supports Society (Parkland School) were prepared under the direction of the Parkland Community Living and Supports Society Board of Directors in accordance with its 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019-2022 on November 28, 2019.

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

\_\_\_\_\_  
(Principal of Parkland School)

\_\_\_\_\_  
(Chief of Educational Services)

\_\_\_\_\_  
(Dated)

\*signed and dated copy available at Parkland School office

**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).

**MISSION STATEMENT**

Parkland Community Living and Supports Society exists to improve the quality of life for children and adults with developmental disabilities 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.

**PRINCIPLES AND/OR BELIEFS**

In support of Parkland Community Living and Supports Society mission statement, the following values as they relate to children and adults with developmental disabilities, 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, Alberta.

Total enrollment fluctuates between 25-30 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 literacy and numeracy, life skills, liberating technology, video-modeling speech and reading, vocational/leisure training and sensory integration techniques. Communication is the number one priority for all students, whether they are verbal or non-verbal.

**HIGHLIGHTS**

- All students have steadily improved their cognitive skills (receptive communication) due to the GEMINI system.
- Skills mastered/improved upon on IPPs and annual assessments have risen by 30% on average.
- Several students have improved their verbalization (expressive language) due to the GEMINI system.
- Students have improved in focus and ability to learn in classes due to accessing Sensory Integration load-ups on a daily basis.

**TRENDS AND ISSUES**

ISSUES INCLUDE:

- \*the cost of therapists from the community for assessments (when parents are denied access to service with DTHR as their children are school age and provincial government services are no longer available).
- \*grant money from Alberta Education has not increased in a number of years making it difficult to provide staff with raises and finance the unique services we provide (costs continue to rise)
- \*unionization of school employees resulted in 3-11.4% raises for the 18/19 school term and will increase again by 2% in the 19/20 school term
- \*a further decrease in funds from CARCSD (Central Alberta Regional Collaborative Service Delivery) has dramatically increased the cost to the school to provide sensory integration and occupational therapy services for the students

TRENDS ARE:

- \*Parents/guardians are more often being denied service through Pediatric Rehabilitation Red Deer for OT, PT, vision, hearing and communication therapy; therefore the school is contracting consultants in the community for assessments and recommendations. School personnel carry out the recommendations and all reports are copied to parents/guardians/residential personnel/foster parents to also carry out all recommendations in the home environment.
- \*the use of GEMINI on-line video-modelling system for speech, language, reading, socialization and life skills (unlocking Phase 2 of Gemini will provide access to 100,000 videos for increased availability to individualized focus for all student concerns and learning opportunities)
- \*the use of iPads to enhance and expand the individual student communication systems for non-verbal students
- \*the use of iPads and Smartboards for teaching/practicing basic skill development, both cognitive and motor – related for all students
- \*the use of iPads to utilize games, music and relaxation apps for leisure
- \*the use of a sensory integration therapist to provide consultations for all students dealing with sensory integration and occupational therapy issues (CARCSD – Central Alberta Regional Collaborative Service Delivery partially funds this)
- \*serving more multi-dependent disabled students with high medical needs/issues
- \*serving more students with high behavioral issues – some requiring two aides due to the severity of their issues
- \*the use of Interactive Flat Panels and the internet as an inexhaustive educational resource

**ANTICIPATED CHANGES**

- Teachers will continue to expand usage of IFP (Integrative Flat Panels – second generation Smartboards) for teaching and video modelling.
- Teachers and student aides will continue to expand the use of GEMINI on-line speech program for speech therapy, reading, signing, socialization and life skills for all students twice per day.
- The school will implement further implementation of educational technology as it becomes available (if affordable).

**LOCAL GOALS**

Local goals are used throughout the document to provide more information on our programs and results. See attached Program Ends Policies for accomplishment of mission and vision over the long term.

## **SUMMARY OF ACCOMPLISHMENTS**

### **REGIONAL COLLABORATIVE SERVICE DELIVERY FUNDING:**

CARCSO funding was utilized for sensory integration therapy for fifteen students this 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 RCSO (formerly SHIP) team even though the funds are now fifty percent less.

### **TECHNOLOGY PLAN:**

Yet another Wi-Fi booster was installed to continue to allow Internet use throughout the entire school and both portables. This allows us to utilize the IFPs (Smartboards), laptops and iPads and the GEMINI speech program for all students.

The GEMINI speech program will be purchased again with donation funds for the 19/20 term to allow all students to receive speech therapy every day.

Three IFPs will continue to be utilized in the 19/20 school term.

Classroom computers and hardware toys continued to be utilized in the Primary and Secondary classrooms to carry on the work formerly done in the Augmentative Communications lab. Smartboard, computers and laptops were also available in the Advanced classroom to allow students to play games, research information and create word documents. Two computers were utilized in the Math classroom for use in that class and also in the afternoons for various classes.

We continue to receive hardware from Alberta Computers for Schools to upgrade our classroom and lab computers. We are most grateful for this amazing service!

### **TEACHER IN-SERVICE/PROFESSIONAL GROWTH PLAN:**

All teaching staff took part in:

- Foundations (Basic Skills Training) certification for all new staff
- Foundations Tutor Training certification for all teachers
- First aid/CPR re-certifications for all school staff
- Updating on policy requirements by the HR Department of PCLASS
- Interactive sessions on the use of all equipment and techniques in Snoezelen Room, Sensory Gym and Playroom
- WHMIS training and certification for all staff
- Bus S-endorsement training and certification for two classroom teachers

**Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Parkland Community Living and (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	*	*	n/a	5.4	4.8	5.6	*	*	*
	High School Completion Rate (3 yr)	*	n/a	n/a	56.6	53.3	52.4	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	*	n/a	54.0	51.7	51.9	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	7.4	6.6	6.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	24.6	24.4	22.3	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	34.2	33.0	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Parkland Community Living and			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	100.0	98.9	89.0	89.0	89.3	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	53.4	69.3	82.2	81.8	81.9	n/a	n/a	n/a
	Education Quality	n/a	68.1	78.1	90.2	90.0	90.1	n/a	n/a	n/a
	Drop Out Rate	10.3	*	0.0	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	*	n/a	n/a	79.1	78.0	77.5	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	0.0	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	*	0.0	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	56.3	55.7	55.1	*	*	*
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	75.0	80.6	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	n/a	95.0	91.6	82.9	83.0	83.5	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	81.6	82.7	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	100.0	83.3	81.0	80.3	81.0	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

## 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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
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)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	0.0	*	*		*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	0.0	*	*		*	*	*			

### Comment on Results

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

### Strategies

See Local Outcome goals starting on page 11.

## Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	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	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	25.0	0.0	*	*	10.3		Very Low	Maintained	Concern			
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			
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			

### Comment on Results

Four students left school this term for various reasons but none of them were drop outs. Three students graduated and one student moved back to the reserve at the age of 18 with consent from her public guardian.

### Strategies

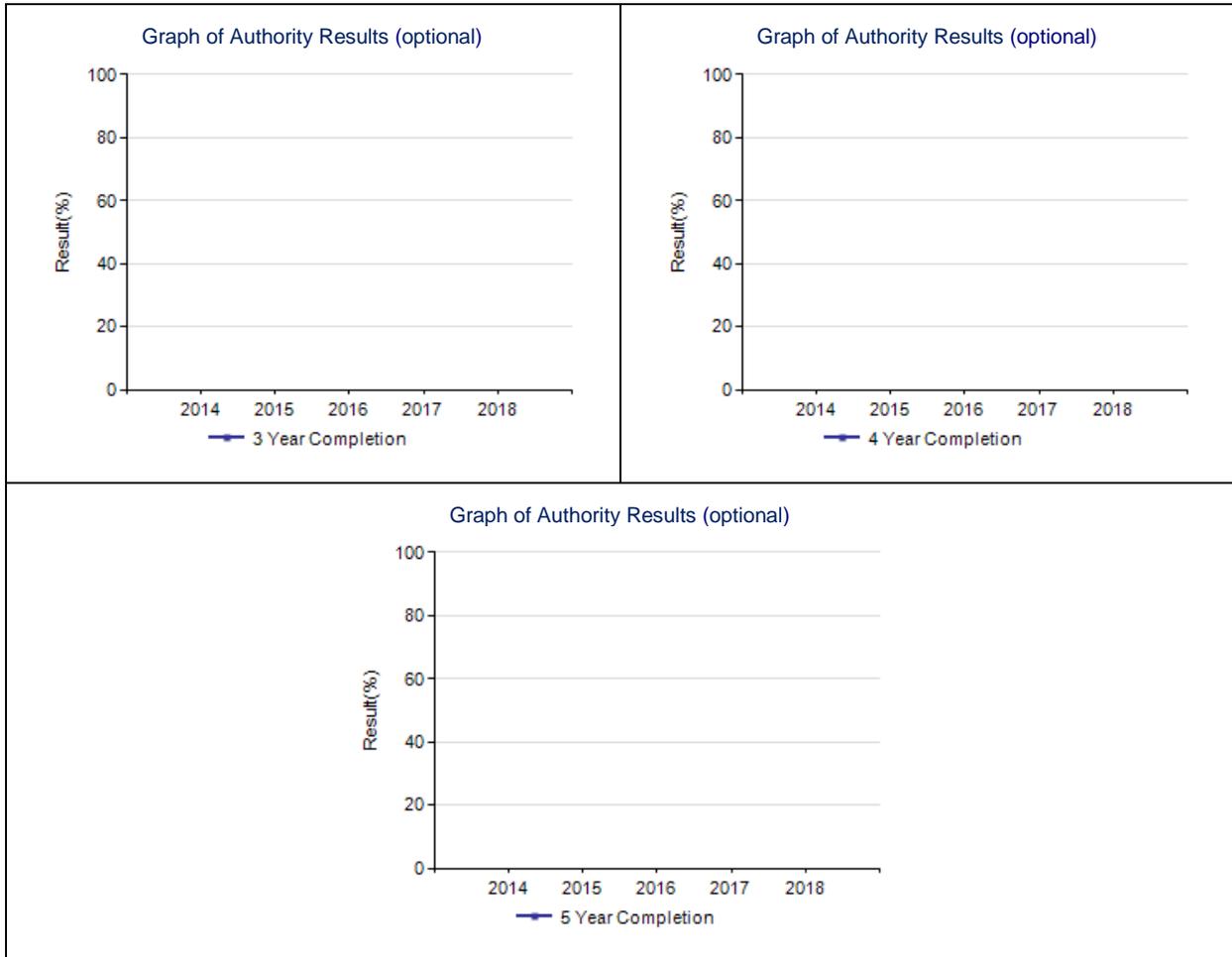
Our students do not drop out of school.

### Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

## High School Completion Rate – Measure Details (OPTIONAL)

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	n/a	n/a	*	n/a	*	76.5	76.5	78.0	78.0	79.1
4 Year Completion	*	n/a	n/a	*	n/a	79.9	81.0	81.2	82.6	82.7
5 Year Completion	*	*	n/a	n/a	*	82.0	82.1	83.2	83.4	84.8

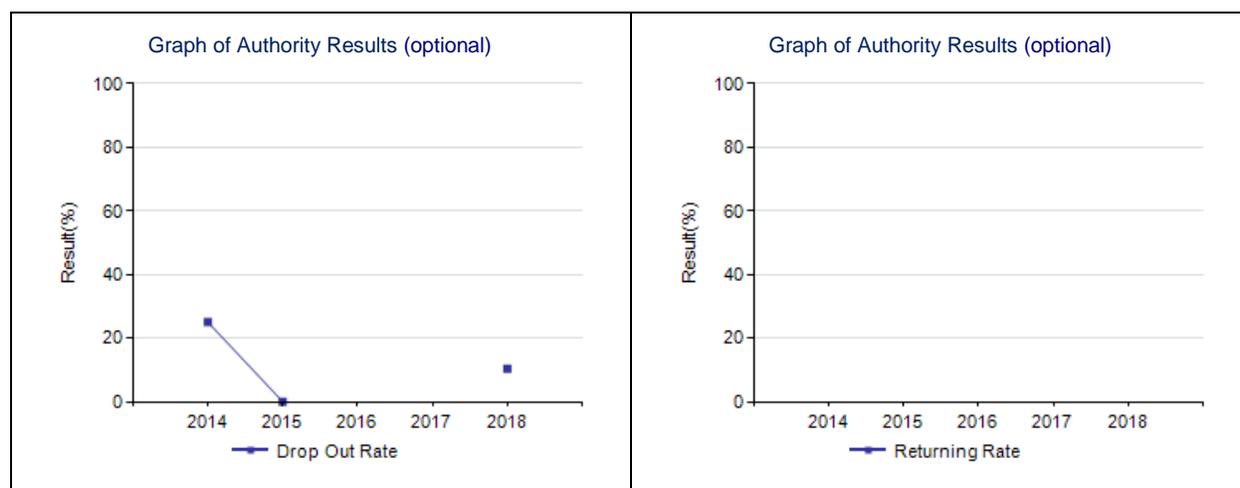


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	25.0	0.0	*	*	10.3	3.5	3.2	3.0	2.3	2.6
Returning Rate	n/a	*	n/a	n/a	n/a	20.9	18.2	18.9	19.9	22.7



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

## Local Outcome: Students demonstrate high standards by completing goals on their Individual Program Plans (IPP).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Percentage of students completing or improving skills identified on their Individual Program Plans (IPP)	SCHOOL INFO 94%	SCHOOL INFO 91%	SCHOOL INFO 88%	SCHOOL INFO 100%	SCHOOL INFO 100%	BASED ON 5 YR AVG 95%				95%	96%	97%

### Comment on Results

The 2018 target of 94% was exceeded at 100%.

Every student improved/completed several goals on their IPP and annual assessments due in part to enhanced receptive language skills (cognition) gained from the use of the GEMIINI system and exposure to more teaching applications/techniques found on the internet.

A new Starfall app was continued for use on the Smartboards for literacy and numeracy exercises and practice.

Students in the Advanced classroom were able to practice literacy and numeracy skills in real world situations through community pre-vocational training.

Action/sing-along activities in Language class were used to promote more verbal communication.

Due to an increase in familiarity with the program, increased capabilities were seen in students to learn verbalization/sign language from the GEMIINI program through better documentation of student progress in eye gaze, attention to mouth movements of staff, lip movement, utterances, words and signing.

Students gained even more skills through the use of Smartboard technology.

Good results were recorded in non-verbal students making more purposeful sounds, some using expressive vocabulary and increased receptive language skills and understanding.

Sensory training sessions once/day enabled students to focus on classroom teaching/tasks.

Increased student interactions with staff members and peers were created with the use of props, manipulatives, books, activities, word/picture cards and puzzle/toy play in the Language/Reading classes.

There was increased skill development and interest in pre-reading due to activities on how to use a book in the Language/Reading classes.

There was continued exposure to books through the Starfall app, school library and iPad use.

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.

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 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

**Local Outcome: Students demonstrate high standards by showing progress on their annual assessments.**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> 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 73%	SCHOOL INFO 74%	SCHOOL INFO 79%	SCHOOL INFO 90%	SCHOOL INFO 100%	BASED ON 5 YR AVG 83%				84%	85%	86%

**Comment on Results**

The 2018 target of 80% was exceeded at 100%.

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/19.

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
- continue the use of GEMINI and Sensory Integration to improve student skill acquisition

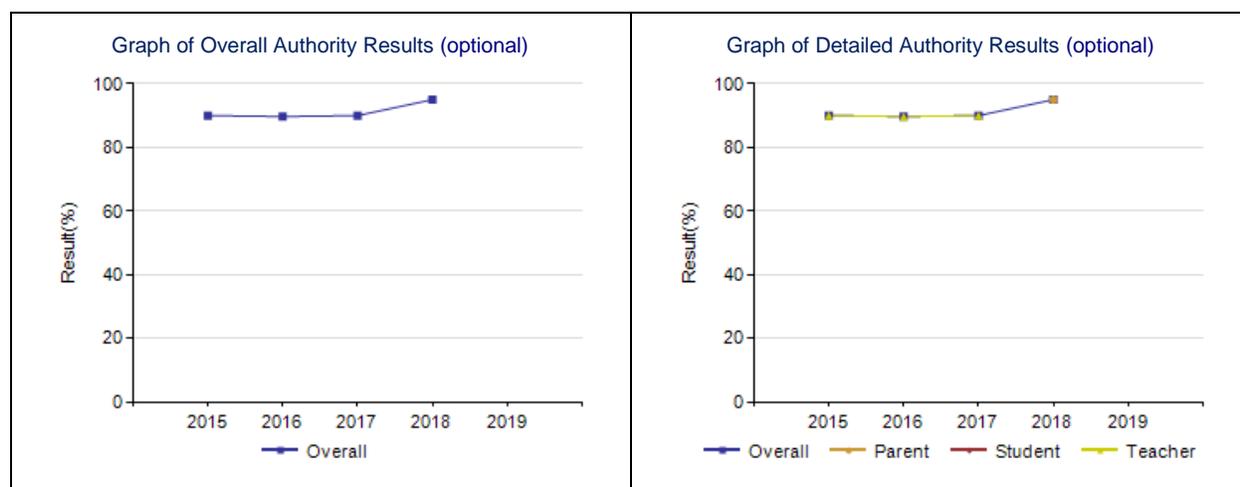
### Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	90.0	89.7	90.0	95.0	n/a		n/a	n/a	n/a			

<p><b>Comment on Results</b></p> <p>Students were encouraged to follow the rules of conduct at all times.</p> <p>Students were encouraged to help one another when possible and appropriate.</p> <p>Students were taught to respect each other and each other’s belongings.</p> <p>Students were encouraged to be involved in activities that help the community by picking up trash on “clean-up” days and by recycling and composting on a regular basis.</p> <p>The Advanced classroom students took part in an “electronics roundup” this year and actively located and picked up donations for the cause.</p> <p>Students were encouraged to always do their best.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>➤ continue to ensure that all students receive instruction in Socialization and Life Skills</li> <li>➤ utilize the community for shopping programs and leisure pursuits to teach the students good citizenship skills in a realistic environment</li> <li>➤ encourage students to respect and help each other and always try their best</li> <li>➤ assist students to know and follow school rules</li> <li>➤ assist the students in being involved in activities that help the community (electronics recycling, picking up garbage in the Spring, physical fitness challenge day)</li> </ul>
--

### Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.0	89.7	90.0	95.0	n/a	83.5	83.9	83.7	83.0	82.9
Teacher	90.0	89.7	90.0	*	*	94.2	94.5	94.0	93.4	93.2
Parent	*	*	*	95.0	*	82.1	82.9	82.7	81.7	81.9
Student	n/a	n/a	n/a	n/a	n/a	74.2	74.5	74.4	73.9	73.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

*(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	*	*	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		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/ADVANCING FUTURES, JORDAN'S PRINCIPLE). ALL STUDENTS STAY IN SCHOOL UNTIL FUNDING CEASES.

**Comment on Results/Progress**

Aboriginal events (rite of passage, drum circles, talks with the Elders) took place at Relax Crew building this school term.  
 Social workers from the aboriginal bands and NWT continue to visit the school to monitor the students and their progress.  
 A new teepee was purchased in August for use in Aboriginal events next term. Students participated in the teepee raising ceremony.

**Strategies**

- Continue to supply as many events/educational supplies/information to the First Nations, Metis and Inuit students as possible:
  - \*books on aboriginal/Inuit cultures
  - \*drumming circles with Elders
  - \*aboriginal dance troupe demonstrations
  - \*music CD's
  - \*language CD (Cree)
  - \*cultural food preparation in Snack class
  - \*aboriginal day celebration in June
  - \*cultural videos
  - \*art supplies for crafts (beading)
  - \*gather information from social workers on accessible/appropriate resources

## Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	68.8	83.7	70.8	53.4	n/a		n/a	n/a	n/a			

**NOTE:** IT IS CONFUSING FOR THE PARENTS AND TEACHERS TO RATE THE BROAD PROGRAM OF STUDIES BASED ON THE EXAMPLES GIVEN WHEN OUR SCHOOL DOES NOT OFFER SOME OF THESE COURSES AS SUCH. WE DO OFFER MUSIC, SENSORY INTEGRATION PROGRAMS, GEMINI PROGRAM, PRE-VOCATIONAL TRAINING, PHYSICAL EDUCATION, COMMUNITY AWARENESS AND LIFE SKILLS TO OUR STUDENTS.

**Comment on Result**

Our teacher and parent responses were suppressed this year as respondents were less than six. Our school surveys reported the percentage of parents satisfied with the opportunity for students to receive a broad program of studies (technology, health, physical education and life skills) = 90%.

Six staff received Long-term Achievement awards (one for 20 years, three for 10 years and one for 5 years). Long-term staffing lends to the consistency that our students require.

The pull-out program for students in wheelchairs (Primary and Secondary clsrms) continued to expand to allow all these students to participate with their peers in Gemini speech, literacy, snack, fine motor, numeracy, some physical education classes and sensory integration load-up.

One Secondary classroom student had major back surgery and slowly recovered. Post-surgery rehabilitation continues. Four students are now back to using their walkers post-surgery.

Senior classroom students flourished with the effective use of flexibility and realistic choice-making programs, enabling them to make some mistakes in a safe environment and benefit from teachable moments. The students became self-empowered and more self-confident through this process.

The Sensory Integration Program expanded yet again to include more specific stretching, mobility skills and a new heavy-muscle program to combat anxiety/stress issues. This addition has proven to be very effective for some students. The introduction of the Gazelle glider increased mobility in a safe way for many students. The second vibration machine gave all students the chance to enjoy the effectiveness of vibration therapy to provide sensory integration at its best.

More goals were added to the sensory “diets” regarding OT issues such as feeding, ambulating and fine motor skills.

Junior and Advanced classroom students enjoyed one afternoon per week baking in the kitchen.

Music classes were held in the playroom where all resources were close at hand (records, CDs, tapes, musical instruments, big screen TV for movement and sing-along videos) – all in a space made for movement and fun.

The swim programs at Collicut Center was continued. Bowling at Heritage Lanes continued on Friday mornings once/month.

Students continued to learn and practice cooking, kitchen chores and laundry techniques as part of the snack program. Gluten and lactose free foods were introduced for some students. The students experienced the cycle of composting to planting to growing vegetables to harvesting to preparing meals in snack class this term.

More interactive play sessions were offered in the Junior classroom for students to learn sharing, appropriate use of toys, socialization and communication.

Modified programs/environments were continued in the Quiet room, Lounge and Playroom to accommodate students struggling with severe autism issues.

The Secondary classroom students exhibited less tactile defensiveness this term due to added sensory play (foot baths, lotion rubs, water play using different textures). This, in turn, led to huge successes in the hygiene program!

Another specialized trike was donated and added to the “fleet”.

Individualized workbooks were continued in the Math/Fine Motor classes.

iPads were utilized more for communication, basic skills training and leisure pursuits in all classrooms. A few more students have their own iPads now and bring them to school.

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.

Communication dictionaries were continued 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.

**Strategies**

- educate the parents about our unique programs (GEMIINI, Sensory Integration and Snoezelen)
- 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 teach and utilize sign language and use low tech solutions for communication (Boardmaker, real pictures albums, daily picture schedules, etc.)
- continue to use iPads and Smartboards educational and leisure pursuit purposes
- continue to provide a variety of recreational pursuits for students both in school and in the community
- continue the use of Smartboards and laptops in the Advanced classroom for research on annual themes
- teachers to continue weekly music classes in the playroom
- continue the use of music in all classrooms for reducing anxiety and enhancing the environments

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Number of students being served by sensory integration OT/PT partially funded by CARCSD funds through AB ED) <b>LOCAL:</b> Number of students being served by Gemiini Speech Program	SCHOOL INFO 32	SCHOOL INFO 32	SCHOOL INFO 31	SCHOOL INFO 27	SCHOOL INFO 15	BASED ON 5 YR AVG 27 28				n/a	n/a	n/a

NOTE:

**Comment on Results**

Did not meet the 2018 targets of 31 and 29 due to decreased enrollment and decreased funds from CARCSD. Fifteen students received sensory integration program reviews and recommendations. All students received GEMIINI programming twice per day Monday through Thursday.

Fifteen sensory “diets” were reviewed and revised.

Sensory “diets” were completed for all new students.

Sensory programs expanded yet again to include more stretching and mobility plus the use of more equipment in the sensory gym and classrooms.

Gemiini Speech Program generated a significant improvement in receptive language skills throughout the student population and resulted in several students developing /improving their oral expressive language!

CARCSD funded only \$8000 (down \$15,800) to pay the consultant fees this term.

Progress seen in walking, confidence on equipment, strength and calmness in students receiving sensory load ups four times per week.

Targets have not been set for 2019-2020 term due to enrollment and specific needs of student’s fluctuations.

**Strategies.**

- continue to utilize CARCSD limited funding to maintain the sensory integration program and provide occupational therapy
- pursue communication options for students utilizing the iPads
- continue GEMINI on-line speech program in Sept/19 to address the speech/communication challenges
- continue to fundraise and accept donations to continue offering our unique programs

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Percentage of parents satisfied with the accessibility, effectiveness and efficiency of services and supports for children with special needs (music therapy, sensory integration, communications).	SCHOOL SURVEY 91%	SCHOOL SURVEY 94%	SCHOOL SURVEY 83%	SCHOOL SURVEY 64%	SCHOOL SURVEY 74%	BASED ON 5 YR AVG 81%				81%	82%	83%

**Comment on Results/Progress**

Did not meet 2018 target of 82% due to the 30% reduction in CARCSD funding this term and the ongoing struggle to afford private OT, PT, Speech, Vision, Hearing consultations and music therapy for our students. With no increases in AB ED funding and CARCSD funding decreasing every year, we may never meet a target again.

All students were given support by specialized student aides (1-1 or 1-2 student/staff ratio).

Consultant Rose Plett was utilized to do assessments and make recommendations for programming for students in need of occupational therapy and sensory integration programs (“diets”).

Our post-surgery students followed physiotherapy rehabilitation recommendations with the help of the school personnel. Some students are not given post-surgery recommendations before returning to school and the parents are asking the school to contract physiotherapists for this information. The doctor/hospital should be arranging for these plans to be in place before the child leaves the hospital after major surgery.

Children in our residential settings were served by the Parkland CLASS wellness nurse whenever needed.

Students continued to access the Public Health nurse (inoculations), Glenrose and Children’s Hospital (seating/assessments/medical/surgery), CARCSD (partial funding for sensory integration OT) and DTHR.

Sensory diets were reviewed/alterd and developed for all students with issues, resulting in improved functioning and fewer behavioral incidents.

**Strategies**

- continue utilizing iPads for communication and educational purposes
- 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 private consultants if community services unavailable
- utilize CARCSD limited funds to provide sensory integration consultations for all students annually
- utilize the SHOS nurse for consultations on school-based issues as needed
- continue the use of GEMINI program for literacy, numeracy, socialization, expressive/receptive language and life skills video-modelling

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Number of students in the GEMIINI program <b>LOCAL:</b> Percentage of parents satisfied with student access to liberating technology programs (iPads, Smartboards, laptops)	SCHOOL INFO & SURVEY -	SCHOOL INFO & SURVEY -	SCHOOL INFO & SURVEY -	SCHOOL INFO & SURVEY 26	SCHOOL INFO & SURVEY 26	BASED ON 5 YR AVG -				n/a	n/a	n/a
	91%	85%	94%	92%	84%	90%				90%	91%	92%

### Comment on Results/Progress

The computer lab was eliminated as technology was incorporated into all classrooms with Smartboards, laptops, iPads and computers in the classrooms now. The measure was changed to the number of students in the GEMIINI program as of 2018. The 2018 target of 91% for parents satisfied with student access to liberating technology programs was not met due to five “no answer” replies on parent surveys.

GEMIINI video-modeling speech program is delivered to students twice per day in Math, Language and Advanced classes on the Smartboards.

The Smartboard is used in Math/Fine Motor and Language/Reading classes to enhance the curriculums and spark new excitement for literacy and numeracy skills development.

The Advanced classroom students utilized their hot lunch proceeds to purchase a new touch screen computer.

The Advanced classroom teacher noted a positive incorporation of ever-increasing Smartboard activities into her curriculum.

Fifteen used laptops with internet access were received from Computers for Schools and were used in the Advanced classroom to complete research assignments. The remainder were given to the teachers to use for research regarding Smartboard apps.

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

iPad use was continued to teach students the usage of specific apps for communication, cognition and leisure skills. iPad usage has increased with the Internet connection now. A few more students have iPads that travel to school with them. The Language/Reading teacher uses all the school iPads once per week to teach the students and staff about further iPad usage.

Donation funds from ACT and a parent were used to purchase the GEMIINI on-line speech program for the 18/19 school term – money well spent!!

### Strategies

- continue to access improved computer hardware through Alberta Computers for Schools to enable usage of new software programs
- continue to utilize classroom iPads, laptops and Smartboards to pursue communication and educational uses as well as leisure applications
- 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 (iPads, 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
- continue to explore and purchase new apps for the iPads to offer a variety of educational formats
- continue to use IFP (Smartboards) to enhance teaching opportunities and utilize video-modelling programs
- continue to purchase the GEMIINI program each term to assure more amazing results in student skill acquisitions

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Percentage of parents satisfied that IPP goals are being clearly communicated as learning expectations for their child <b>LOCAL:</b> Percentage of parents satisfied that school staff are helping their child achieve IPP goals	SCHOOL SURVEY 91%	SCHOOL SURVEY 96%	SCHOOL SURVEY 94%	SCHOOL SURVEY 95%	SCHOOL SURVEY 87%	BASED ON 5 YR AVG 93% 95%				94%	94%	95%
	100%	96%	94%	95%	90%					96%	97%	98%

**Comment on Results/Progress**

Did not meet the first 2018 target of 92% and the second 2018 target of 94% due to four and three parents with no response on the surveys  
 Attendance at parent-teacher interviews was excellent. 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.

**Strategies**

- 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

***PARENTAL INPUT THROUGH JANUARY AND MAY SCHOOL SURVEY RESULTS:***

**COMMENTS:**

- ✚ We have watched JR grow so much over the past few years and we are extremely grateful that there are caring and thoughtful individuals that believe that JR (and every child at the school) deserves to experience the joys of learning. Thank you.
- ✚ As always, JG is thriving in his school environment. We are super appreciative of all the support he and our family receives from staff.
- ✚ TLR has better communication skills and is now more out-going. I am very happy with the school.
- ✚ TP is healthier this year – don't know why.
- ✚ CM mobility is amazing, spoon feeding better and making choices between foods at home.
- ✚ I am so happy so far, but since TR just started, I would like to wait to answer the questions on the survey.
- ✚ I have no concerns about TR, good job!!
- ✚ JN is trying to talk more.
- ✚ MJ loves to come to school and talks about her friends at school. You all have helped her so much!
- ✚ It has been a pleasure to work with the school. We truly believe that AD's needs are a priority at the school and communication has been good.
- ✚ The school does some wonderful things with AD and we are grateful for all of the supports provided.
- ✚ Very happy. Always great work done by the school. TLR loves going to and being a part of the school.
- ✚ JG is showing increased independence and is more adventurous...thrilled with his progress and the amazing staff he has working with him this year.
- ✚ JR is talking more and has improved behavior at school. The Parkland teachers and aides that JR has had and continue to have are an amazing group of dedicated, caring professionals that have provided JR with a tremendous learning environment.
- ✚ JN is listening more regularly.
- ✚ QY is using ASL more and eager to learn new signs.

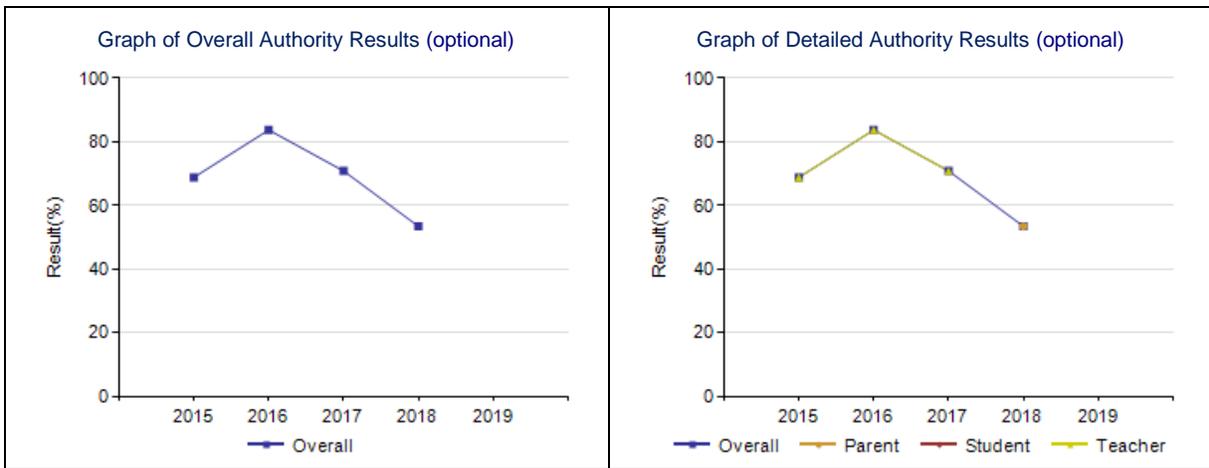
**CONCERNS:**

- I can't answer most of these as I honestly don't know
- Unfortunately, I am not in a position to answer the questions as I am quite new to SH's case.

### Program of Studies – Measure Details (OPTIONAL)

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	68.8	83.7	70.8	53.4	n/a	81.3	81.9	81.9	81.8	82.2
Teacher	68.8	83.7	70.8	*	*	87.2	88.1	88.0	88.4	89.1
Parent	*	*	*	53.4	*	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.9	77.5	77.7	77.2	77.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	100.0	96.6	100.0	100.0	n/a		n/a	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.3	88.6	77.8	68.1	n/a		n/a	n/a	n/a			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.3	100.0	66.7	75.0	n/a		n/a	n/a	n/a			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	100.0	83.3	75.0	35.7	n/a		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.0	80.0	86.7	81.6	n/a		n/a	n/a	n/a			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	83.3	66.7	83.3	100.0	n/a		n/a	n/a	n/a			

### Comment on Results

School surveys reported the percentage of parents that feel the students are safe at school, are learning the importance of caring for others and are treated fairly in school was 87% (4 no responses).

All staff were given opportunity to receive free flu shots.

Fire inspection was completed in Nov/19 (satisfactory) and a Health inspection was completed in March/19 (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.

All buses were inspected as per regulations. Necessary repairs and maintenance took place as needed.

Buses were cancelled on days where the temperature was -30C or colder due to unsafe conditions for students. The school remained open for parents wanting to transport their children to school and back home.

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

All furnaces and ducts were cleaned. Annual inspections were done on backflow devices, fire system, fire extinguishers, smoke detectors and furnaces.

Staff members continued to complete monthly inspections of all equipment throughout the school and buses.

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

Lockdown and fire drills are completed regularly as per Alberta Education regulations.

Parkland CLASS has an Occupational Health and Safety committee that meets quarterly. The Principal and three of our specialized student aides sit on that committee.

All full-time staff have a health and wellness benefits plan.

The lack of a score regarding the overall quality of basic education is due to suppression when respondents are less than six. There is still disappointment among some of the parents about the lack of specialists for regular consults. After checking with the public jurisdictions, it is a common complaint for this population of children in need of these services. There is a perception that public schools have all consultants in-house and available at all times. This is not the case and consultants visit 2-3 times per year to assess and give recommendations. On our school surveys, 87% of parents were satisfied with the overall quality of basic education (four parents had no response).

Our school surveys reported the percentage of parents indicating that the school had improved or stayed the same the last three years = 84%.

Our school surveys reported the percentage of parents satisfied with involvement in decisions about their child's education = 87%. Again, there were four parents with no responses.

Parents were sent survey forms in January and May asking for feedback re: IPP goals and performance measures. They used these surveys to voice concerns/wants for their children and their schooling. Results are reported in this document annually.

IPP goals were prioritized for each student from the annual assessment results. These parent-approved goals were the focus of education for the 18/19 school term.

Parents and teachers participated in the Alberta Education surveys re: Level 2 funding requirements. Results are reported in this document. 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 October, 2018 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.

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.

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 Party/Graduation ceremony and Awards night) to bring all students/staff and parents together in fellowship.

All AB ED documents and directives were completed this term and all AB ED evaluations/reviews/assessments were completed with success.

See Local Outcome for results regarding adult placements for the disabled in the community on page 25. Due to the declining cognitive capabilities of our students, lifelong learning for these students will involve improvement of life skills, communication and community awareness provided by bridgers, caregivers and involvement in adult social groups.

Due to the changing dynamics of our school population; very few of our students will be able to obtain jobs when they finish school (thus the low result going forward). Our students generally move on to utilizing "bridgers" that spend time in the community with them and attend activities at specific sites around the city.

Our school surveys reported the percentage of parents indicating that their school has improved or stayed the same the last three years = 82%.

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.

Alberta Education (Patricia Rijavec, Shelagh Peterson, Helen Alge) visited in February, 2019 to review the new 3 yr plan/AERR document and tour our facilities.

**Strategies**

- 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 with S-Endorsement certification 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
- continue to implement annual teacher/aide evaluation process
- 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 (if applicable)
- provide more time spent on community pre-vocational work placements for graduating students (if applicable)
- 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](http://www.parklandschool.org) to access all updated reports/calendars and information about the school
- continue to renovate and maintain school property as needed
- continue to use Computers for Schools to upgrade our computer hardware and provide laptops for our Advanced students to use in their classroom
- 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 seek new programs and therapists to enrich the school curriculum
- fundraise to pay for specialist fees
- continue to use donations and fundraising efforts to fund GEMINI Speech program, swim programs, sensory integration consultant fees, Christmas banquet and Carnival Theatre outings
- explain to AB ED officials that the chances of suppression of ratings for our school is great due to the decreased enrolment of students, decreased number of teachers and the decreased amount of parents surveyed each year

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Percentage of Advanced classroom students involved in pre-vocational program at the school <b>LOCAL:</b> Percentage of Advanced classroom students involved in the pre-vocational community program	SCHOOL INFO 100%	SCHOOL INFO 100%	SCHOOL INFO 100%	SCHOOL INFO 100%	SCHOOL INFO 50%	BASED ON 5 YR AVG 86%				50%	50%	60%
	83%	67%	67%	86%	50%	71%						

**Comment on Results**

Did not meet first 2018 target of 96% and the second target of 72%. Targets will be lower in the next few years for the community program due to the young age of new students and some serious behavioral challenges. There were two students diagnosed with severe autism that required slow transition plan to deal with classroom settings due to extreme anxiety and behavioral issues.

Participating students are more confident shopping in bigger venues now and asking store personnel for help when needed. Students are also showing enjoyment of job responsibilities and accomplishments.

**Strategies**

- continue to implement in-school pre-vocational classes as a forerunner/companion to community work placements and add gardening/yard care to the program for the Advanced students
- continue to provide Advanced students with supported pre-vocational activities in the community (recycle, grocery shopping, office errands, specific in-store training etc.) for as long as we have students that are capable
- provide in-school work placements for the students unable to access community training sites due to medical restrictions, behavior issues or unsuitability (mail runs, kitchen cleaning, baking, etc.)
- further changes in community settings/businesses used for work training environments (as suitable for specific student needs)
- use a rotational schedule for Advanced clsrn students to experience the various job sites in the community and learn different job skills for the future
- continue the use of slow transitional plans for students needing precise, practiced steps to move through the process

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2019	2020	2021
<b>LOCAL:</b> Number of businesses and community facilities utilized in pre-vocational, life skills and recreational activities <b>LOCAL:</b> Percentage of students utilizing school/work placements and community involvement for their education	SCHOOL INFO 31	SCHOOL INFO 29	SCHOOL INFO 29	SCHOOL INFO 30	SCHOOL INFO 30	BASED ON 5 YR AVG 30				30	30	30
	100%	100%	100%	100%	100%	100%				100%	100%	100%

**Comment on Results/Progress**

The first 2018 target of 30 and the second 2018 target of 100% were met.

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

School outings included Lacombe Corn Maze, MacKenzie Trails, Bower Ponds, Carnival Theatre, Heritage Lanes, Kerrywood Nature Center, Ellis Bird Farm, Sunnybrook Farm, Rotary Park, Red Deer Splash Parks, Sylvan Lake and Gull Lake.

**Strategies**

- continue to use the community for work experience, life skills and recreational activities
- continue to involve as many students as possible in weekly community outings for their various educational experiences and program needs
- maintain the number of businesses and community facilities utilized for this purpose

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Number of students graduating each year <b>LOCAL:</b> Number of students applying for placement in the Transitional Vocational Program (TVP) program at Red Deer College or Cosmos Enterprises	SCHOOL INFO 7	SCHOOL INFO 7	SCHOOL INFO 1	SCHOOL INFO 3	SCHOOL INFO 1	BASED ON 5 YR AVG 4				n/a	n/a	n/a
	1	1	0	1	0	0						

**Comment on Results/Progress**

As our student base continues to change and more students with severe physical, medical and behavioral challenges are enrolled; the number of students able to work or attend college diminishes.

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.

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

Advanced classroom 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 (if appropriate).

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

**Strategies**

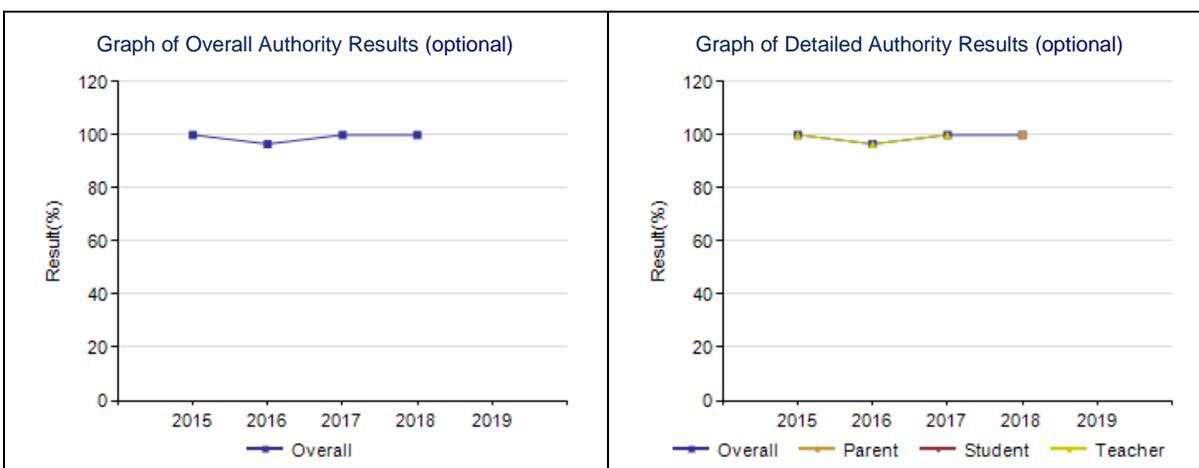
- continue to offer an intensive life skills program to the students to enable them to be as independent as possible in the future
- continue to work with parents/guardians to tour/apply for placements in the TVP college program or Cosmos (if applicable)
- complete all transition paperwork on the graduates as part of their final IPP

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

**Safe and Caring – Measure Details (OPTIONAL)**

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	96.6	100.0	100.0	n/a	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	96.6	100.0	*	*	95.4	95.4	95.3	95.0	95.1
Parent	*	*	*	100.0	*	89.3	89.8	89.9	89.4	89.7
Student	n/a	n/a	n/a	n/a	n/a	83.0	83.4	83.3	82.5	82.3

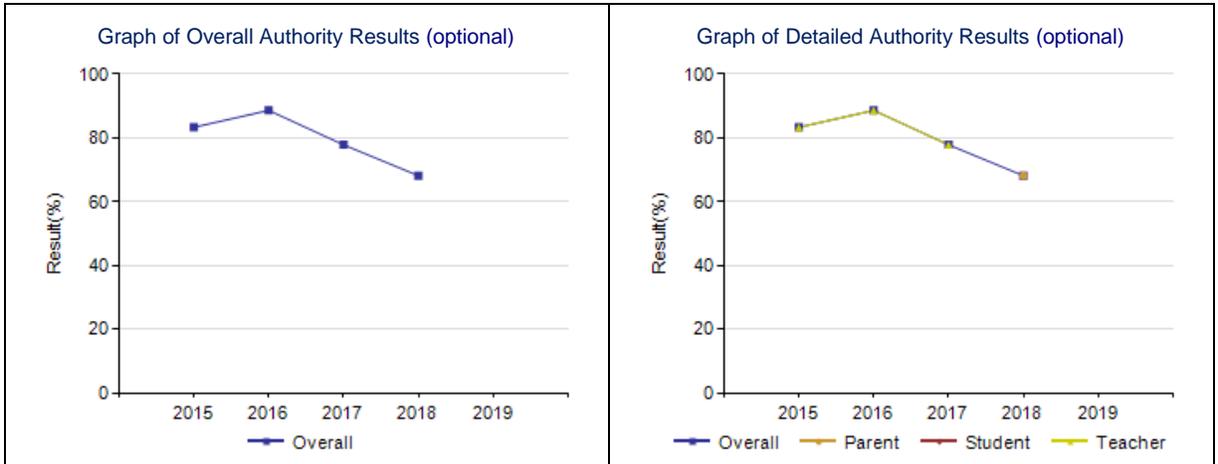


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Education Quality – Measure Details (OPTIONAL)**

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.3	88.6	77.8	68.1	n/a	89.5	90.1	90.1	90.0	90.2
Teacher	83.3	88.6	77.8	*	*	95.9	96.0	95.9	95.8	96.1
Parent	*	*	*	68.1	*	85.4	86.1	86.4	86.0	86.4
Student	n/a	n/a	n/a	n/a	n/a	87.4	88.0	88.1	88.2	88.1

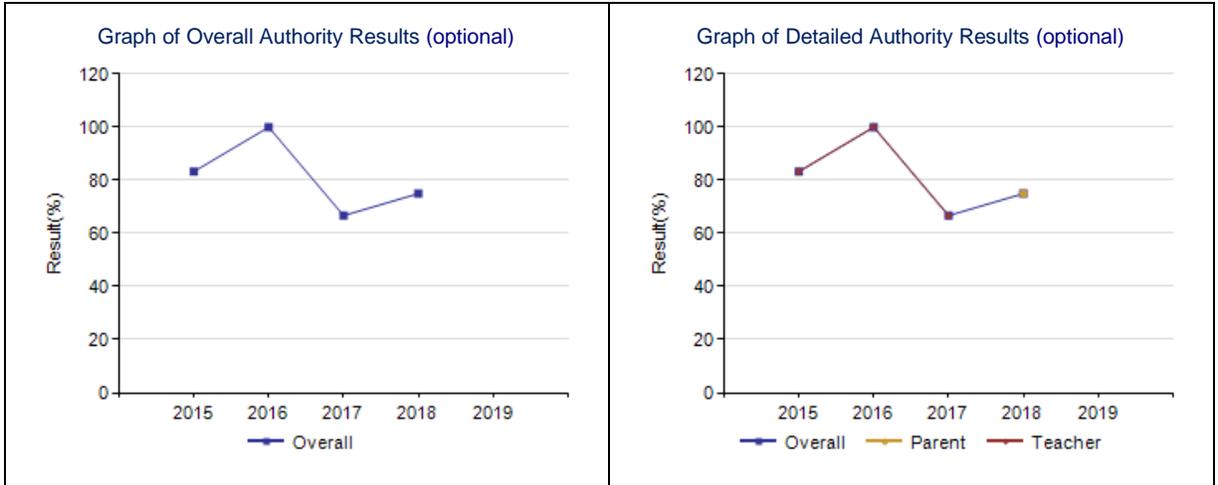


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Work Preparation – Measure Details (OPTIONAL)

Percentage 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.3	100.0	66.7	75.0	n/a	82.0	82.6	82.7	82.4	83.0
Teacher	83.3	100.0	66.7	*	*	89.7	90.5	90.4	90.3	90.8
Parent	*	*	*	75.0	*	74.2	74.8	75.1	74.6	75.2

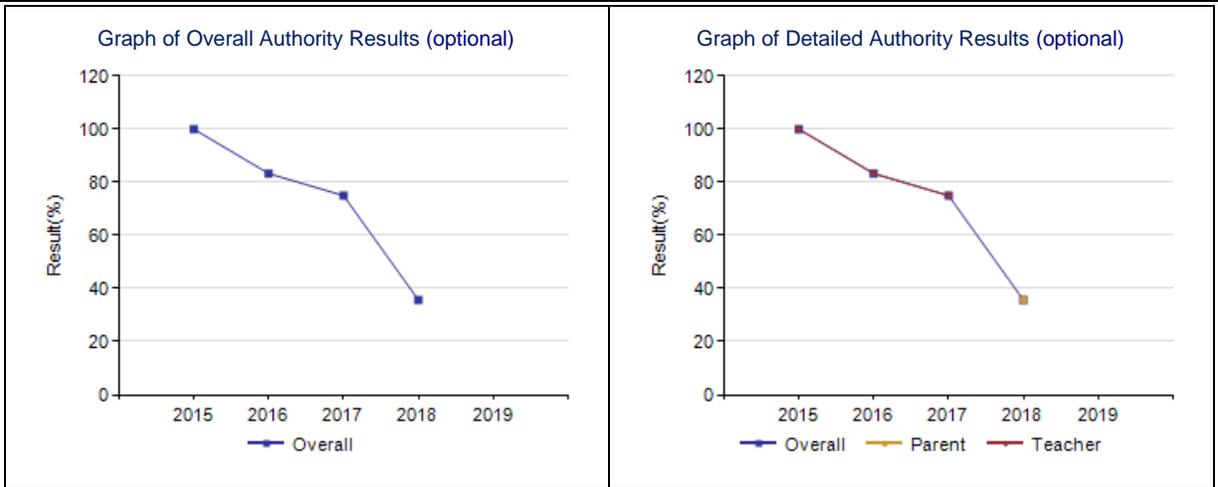


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	83.3	75.0	35.7	n/a	70.0	70.7	71.0	70.9	71.4
Teacher	100.0	83.3	75.0	*	*	76.0	77.3	77.3	77.8	78.8
Parent	*	*	*	35.7	*	64.0	64.2	64.8	64.0	64.0

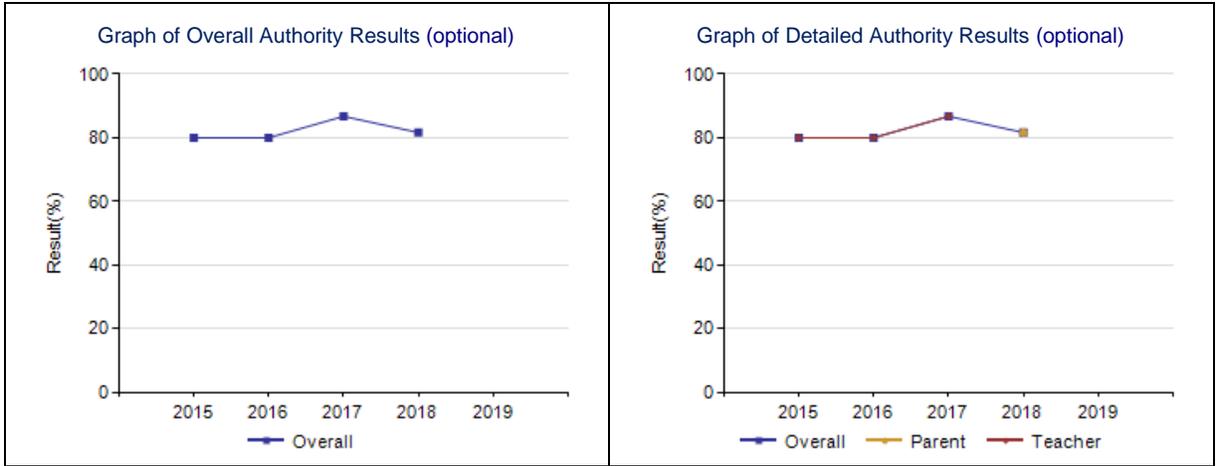


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.0	80.0	86.7	81.6	n/a	80.7	80.9	81.2	81.2	81.3
Teacher	80.0	80.0	86.7	*	*	88.1	88.4	88.5	88.9	89.0
Parent	*	*	*	81.6	*	73.4	73.5	73.9	73.4	73.6

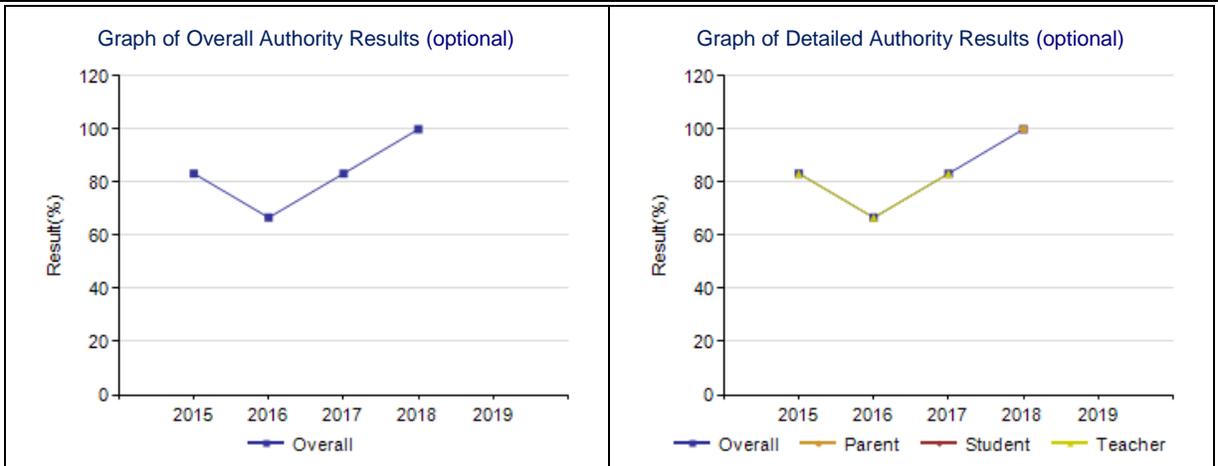


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

### School Improvement – Measure Details (OPTIONAL)

Percentage 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.3	66.7	83.3	100.0	n/a	79.6	81.2	81.4	80.3	81.0
Teacher	83.3	66.7	83.3	*	*	79.8	82.3	82.2	81.5	83.4
Parent	*	*	*	100.0	*	78.5	79.7	80.8	79.3	80.3
Student	n/a	n/a	n/a	n/a	n/a	80.7	81.5	81.1	80.2	79.4



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Number of inquiries/tours given within the school term <b>LOCAL:</b> Number of students enrolled	SCHOOL INFO 34 6	SCHOOL INFO 12 8	SCHOOL INFO 25 5	SCHOOL INFO 19 0	SCHOOL INFO 22 1	BASED ON 5 YR AVG 22 4				n/a	n/a	n/a

**Comment on Results/Progress**

There is no way of knowing how many inquiries/enrollments there will be. Targets is only a best guess.

We continued to work closely with public, separate, county, NWT, Nunavut school systems, Jordan’s Principle, aboriginal bands and various social services agencies to offer programming for students referred to us.

A school tour guide was utilized for greater understanding and retention of all persons viewing the school.

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.

The school website was updated monthly to provide parents and other interested parties with current information on Parkland School (AB ED reports/calendars/policies and general information).

**Strategies**

- 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](http://www.parklandschool.org)) to provide parents and interested parties 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

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
<b>LOCAL:</b> Percentage of parents satisfied with the opportunity to be a board member on the Parkland Community Living and Supports Board of Directors <b>LOCAL:</b> Number of parents on the Board of Directors	SCHOOL SURVEY & INFO 86% 5	SCHOOL SURVEY & INFO 77% 4	SCHOOL SURVEY & INFO 77% 4	SCHOOL SURVEY & INFO 54% 4	SCHOOL SURVEY & INFO 85% 4	BASED ON 5 YR AVG 76% 4				77% 4	78% 4	79% 4

**Comment on Results/Progress**

Exceeded the first 2018 target of 74% regarding opportunity to be a board member and met the second 2018 target of 4 parents on the Board of Directors.

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. Those foster parents and staff are not eligible to serve on the Board due to being 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 partners with disabilities.

The annual program ends report for Parkland School was presented at the annual Board retreat in Oct/18 for approval/compliance. At that 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 look into becoming board members when positions become available
- encourage parents to visit the Parkland CLASS website ([www.parklandclass.org](http://www.parklandclass.org)) for information on the society as a whole

**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 purchase GEMINI speech program for all students
- to continue to fundraise and receive donations in this downward economy
- to continue to provide the adequate staff to student ratio needed for success of all students
- to continue to raise the wages of staff in order to keep the qualified, caring staff we have now
- to continue to provide a sensory integration/OT consultant with the decreasing support of CARCSD funding
- to assist parents/guardians to access community services for OT, PT, speech, vision and hearing when possible and provide support by attending appointments and implementing strategies/programs at school
- to continue with the iPad project and identify the best apps to use for communication and educational purposes
- to encourage parents to purchase iPads for their children to use at school and home
- to find funds to afford costly private consultants (assessments and recommendations) for the school
- to enhance Smartboard learning by purchasing the necessary apps

**SUMMARY OF FINANCIAL RESULTS 2018-2019**

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

Funds received from Alberta Education for the 18/19 school term were \$598,632. This figure includes funding from basic, severe, equity of opportunity, plants and maintenance and First Nations, Metis and Inuit grants.

Funds were spent on:

- Staffing (teachers, specialized aides, subs)
- Outside consultants (physiotherapy consultation, occupational therapy consultations, sensory integration consultations, GEMIIINI speech program, Smartboard seminars for teachers)
- Equipment (sensory items and equipment, classroom materials, student bus harnesses, furniture, specialized toys, computer hardware and software)
- Internet charges
- Maintenance (equipment, buses, yard, repairs, painting, snow removal from yard, roof repair)
- Facility improvements (Wi-Fi booster)
- Outside services (electricians, plumbers, janitors, handyman)
- Food (snack program)
- Fuel (buses)
- Administration (office expenses and services – payroll, accounting, staff recruitment and copier lease)

**EXPENDITURES 2018-2019**

✚ On instruction =	76.1%	(\$872,468)
✚ On administration=	9.1%	(\$103,728)
✚ On transportation=	7.4%	(\$85,373)
✚ On operations + maintenance=	7.4 %	(\$84,604)

**TOTAL:** 100% (\$1,146,173)

**ACTUAL EXPENDITURES 2018-2019**



■ INSTRUCTION  
 ■ ADMIN  
 ■ TRANSPORT  
 ■ OPERATIONS

**ANTICIPATED BUDGET 2019-2020**

Based on May/19 anticipated enrolment of 26 students for the 2019-2020 school term, the anticipated revenue from Alberta Education is \$598,424. This figure includes funding from basic, severe, equity of opportunity, plants and maintenance and First Nations, Metis and Inuit grants.

Ratio of anticipated expenditures is expected to be more than 2019/2020 due to the rise in staff wages due to unionization.

Facility improvements are ongoing and may include replacement of more lighting ballasts in remaining classrooms and the sensory gym plus any body work/maintenance on buses in the summer of 2020.

**EXPENDITURES 2019-2020**

✚ On instruction =	79.3%	(\$885,053)
✚ On administration=	9.5%	(\$105,740)
✚ On transportation=	4.3%	(\$47,992)
✚ On operations + maintenance=	6.9%	(\$76,925)

**TOTAL:** 100% (\$1,115,710)

**ANTICIPATED EXPENDITURES 2019-2020**



■ INSTRUCTION ■ ADMIN ■ TRANSPORT ■ OPERATIONS

**EXPENDITURE SUMMARY AND REVENUE REPORT**

Notification of the Annual General Meeting of Parkland Community Living and Supports Society will be communicated to members of the society. Additional financial information, including the Audited Financial Statement for the 2018-2019 school year can be accessed pending approval, by contacting Janna Miller, Director of Finance and Administration, Parkland Community Living and Supports Society.

**COPIES OF BUDGET STATEMENT AVAILABLE THROUGH:**

JANNA MILLER  
DIRECTOR OF FINANCE AND ADMINISTRATION  
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 maintenance 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/equipment and the maintenance and renovations necessary to keep the school current and safe.

The budget is based on the revenue received by the school through Alberta Education and the host school jurisdictions. Each Alberta 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 jurisdictions, social services and bands. Students from NWT/Nunavut are funded entirely by the North with no funding from Alberta Education.

**CAPITAL AND FACILITIES PROJECTS**

- No projects are planned at this time due to severe budget restraints.

**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 Party and Graduation/Awards Night).
- 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 distributed to all parents/residential facilities and provided on our website [www.parklandschool.org](http://www.parklandschool.org).
- Copies of all consultant assessments/recommendations/sensory programs and updates/IPPs/assessment results 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 document is 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. School surveys show that 87% of parents are satisfied with the accessibility of these documents (one “no” response and four not answered responses).
- 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](http://www.parklandschool.org) (see specific button on home page)

**WHISTLEBLOWER POLICY DISCLOSURES:**

- A Whistleblower policy for Parkland School was put in place by November 30, 2014.
- No whistleblower claims were received in the 2018/2019 school term.

**PARKLAND CLASS  
MANUAL**

**POLICY AND PROCEDURES**

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
- Technology 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 Update: November 15, 2018

**PARKLAND CLASS  
MANUAL**

**POLICY AND PROCEDURES**

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 students with multiple disabilities during the regular school term. The program addresses speech, physical/occupational therapy, communication, hearing, vision, mobility, behavior modification, sensory stimulation and medical needs of the students.

**2.0 Target Population**

Target population includes students who range in age from five (5) to twenty (20) years. Students are multi-dependent 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 the Pediatric Rehabilitation Unit through the DTHR (David Thompson Health Region), the Red Deer Health Unit and private consultants contracted by the school.

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 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 MANUAL**

## **POLICY AND PROCEDURES**

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, socialization 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 twenty (20) who fall into trainable, dependent or multi-dependent handicapped categories.

### **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  
Update: November 15, 2018

## **PARKLAND CLASS MANUAL**

## **POLICY AND PROCEDURES**

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

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

### **1.0 General Description**

Parkland School Augmentative Communication Program uses computer systems, iPads, on-line video modelling systems, technical talkers, symbol shelves, eye gaze boards, Boardmaker picture schedules/strips, photo cards, choice boards and switches 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 expressive/receptive communication in general. All students are aged five (5) to twenty (20) and attend Parkland School.

### **3.0 Program Objectives**

Program objectives include developing skills and understanding of computer and iPad use, cause and effect, visual and auditory attending, compliance to task, making choices, switch management, technical talker 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 alternate systems to develop the best means of communication for every student, 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

Update: November 15, 2018

**PARKLAND CLASS  
MANUAL**

**POLICY AND PROCEDURES**

Subject: **Parkland School – Technology Program**

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

---

**1.0 General Description**

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

**2.0 Target Population**

The target population includes all students aged five (5) to twenty (20) registered 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, apps and Internet online 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 alternate technologies to use for learning and leisure skills development.
- Equality of Opportunity fostered through skill development in the use of technology 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 Technology Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998

Update: November 10, 2019

