

# PARKLAND SCHOOL – EDUCATION PLAN 2022-2025



## PARKLAND CLASS MISSION STATEMENT

Parkland School (Special Education) exists to improve the quality of children and adults with developmental disabilities through choice, dignity and rights.

## PARKLAND SCHOOL QUEST

We exist to teach, train, educate and prepare our special needs student body in a way that will maximize their life's potential so that they will live with vigor, purpose, compassion, regard for others, and continue to have their own highest quality of life after graduation. We do this through our extensive and well-rounded programming to meet each and every student's individualized needs.


## ACCOUNTABILITY

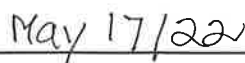
The Education Plan for Parkland School Special Education commencing on May 30, 2022 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 3 years on May 27, 2022.

  
\_\_\_\_\_ Board Chairman

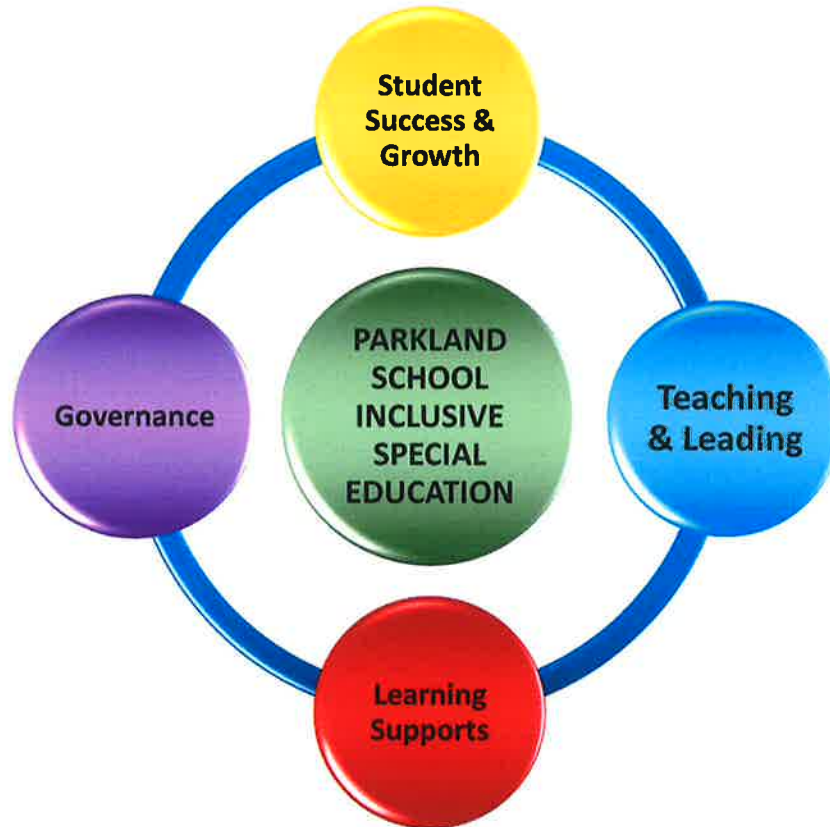
  
\_\_\_\_\_ Principal

  
\_\_\_\_\_ Director

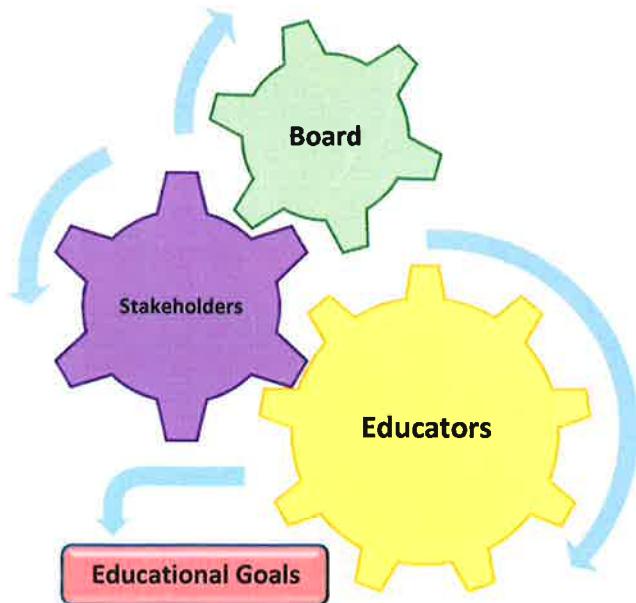
  
\_\_\_\_\_ Dated

In January 2021, Alberta Education completed a monitoring review for Parkland School. The results of this review informed the direction and priorities of Parkland School's Education Plan over the next three years.

For Parkland School to accomplish this long term goal, these four priority areas have been chosen:



To achieve our goals and continue to build capacity as a Designated Special Education Accredited Funded Private School, we will take a multi-faceted approach, by working closely with our Board of Directors and all of our Stakeholders to define our priorities. In doing so, we believe this will foster the strongest environment possible to graduate students who have succeeded in all areas of life to the best of their abilities, thereby continuing to be inspirational members of society.



We are able to gather input to formulate our priorities and educational goals through a variety of methods including:

- Parent input forms twice per year
- Board retreats
- Consultations/recommendations from paraprofessionals (OT, PT, SLP)
- Alberta Education feedback
- Teacher and support staff collaborations
- Certificated staff annual professional learning plans
- Student assessment/IPP goal results

As we analyze the feedback from these sources, we are able to utilize it to create effective outcomes for our priorities to ensure our specialized student body can learn in meaningful and purposeful ways. It also allows us to engage in instructional practices that hold the ideals of inclusive education to its highest standard, at a unique and individualized level for every student.

## KEY INSIGHTS

Through the analysis of data and consultations with Alberta Education specialists, stakeholders, our educational team, and the Board, insights have been highlighted to take priority in our Education Plan. Parkland School has worked diligently on the following Education Plan outcomes.

Parkland School will continue to build on its unique local and societal content as a Designated Special Education Private School to offer learning supports ensuring growth, success, safety and well-being to its students.

In the next few years, Parkland School will focus on reviewing and updating all school policies. Another key focus area will be building teaching and leading capacity and specifically inclusive education practices that will enhance the successful implementation of learning supports.

## ASSURANCE DOMAINS

### STUDENT GROWTH & ACHIEVEMENT

**Goal 1: Parkland School students will demonstrate achievement and growth through the successful completion of individualized program goals that focus on literacy, numeracy, communication, life skills, citizenship and independence.**

Strategies:

- Utilize ongoing assessment feedback to reflect areas of improvement and completion of goals.
- Engage the input from parents and teaching staff on how to best broaden the program each student receives as it relates to the Alberta Programs of Study.
- Explore and develop various ways to achieve the citizenship values of community service, well-being, empowerment, respect and inclusion for all.

Measures:

- **The percentage of students completing goals and improving skills identified in their Individual Program Plans (IPP).**
- **The percentage of students demonstrating advancement on their annual Brigrance/Carolina Curriculum Assessments.**
- **The percentage of parents/guardians/caregivers who are satisfied that students model the characteristics of active citizenship.**
- **Teacher-based incentives to teach active citizenship in real life situations.**





## TEACHING & LEADING

Goal 2: Teachers and Principal demonstrate their respective professional practice standards and legislated responsibilities.

Strategies /Required Actions:

- School administration engage certificated staff in developing focused outcomes, measures and strategies for the school's education plan (EP) that address building the capacity of certificated teachers and principal and that generate reliable data to track progress in this area as well as student success.
- Build instructional capacity of certificated staff through a collaboratively developed professional learning plan to coincide with the term of Parkland School's EP (3 to 4 years).
- Align professional growth plans and performance assessments to focus on instructional design based on outcomes of Alberta's Programs of Study and student's IPP/Behavioural Plan goals.

Measures/Deliverables:

- Parkland School's Education plan reflects outcomes, measures and strategies that support building instructional capacity of certificated staff as well as student success. (End of October, 2021)
- Certificated staff develop a professional growth plan (PGP) that aligns with Alberta's Professional Practice Standards. The PGP can include school-wide objectives but must also include individual professional goals. Performance assessments for certificated staff are based on Parkland School's TGES policy and PGPs. (Ongoing yearly until May 2024 as per the 3 Year Education Plan)
- Review of IPPs, Behavioural Support Plans and Individual care plans to determine successful achievement of goals. (Ongoing until May 2024 as per the 3 Year Education Plan)
- Teacher yearly planning document reflects instructional design based on Alberta's Programs of Study and student IPP goals. (Ongoing until May 2024 as per the 3 Year Education Plan)
- Parkland School's *Student Evaluation Policy* reflects the provincial expectations and policy. (Ongoing until May 2024 as per the 3 Year Education Plan)



## LEARNING SUPPORTS

**Goal 3: Provide a continuum of supports and services to students that is consistent with the principles of inclusive education.**

Strategies/Required Actions:

- Review Parkland School's instructional documents to adopt a student-centric approach in selection and implementation of resources (e.g., technology, activities, programs, community experiences or field trips, specialized services and supports. Links to student learning goals and Alberta's Programs of Study should be evident.
- Review LQS and TQS Competencies and Indicators to inform professional growth plans.
- Provide a structured and progressive plan for instruction and assessment through school-based collaborative learning dedicated time in weekly teacher meetings that meets guidelines set in the re-entry plan and legislative requirements as defined by Alberta Education.
- Review Parkland's program descriptions to reflect inclusive education practices where programs are structured around curricular objectives and student learning needs.
- Select relevant ARPDC professional development webinars to build capacity in providing at-home learning for students with exceptionalities.
- Work with AISCA to access specialized supports (OT, PT, SLP).
- Identify strengths and gaps with staff to help inform the teacher Professional Growth Plans.
- Utilize the school survey results to further inform the stakeholders regarding school programs or procedures.

Measures/Deliverables:

- **Principal observations and results regarding the teacher Professional Growth Plans.**
- **Utilization and results of the AISCA specialized supports incentive.**
- **Information gathered from the bi-annual parent surveys on:**
  - Welcoming, caring, respectful and safe school
  - Adapted learning spaces and experiences
  - Inclusive education for all
  - Parent collaboration and engagement
  - Support for First Nations, Metis and Inuit students
  - Technology use and implementation
  - Overall satisfaction with school programs (regular and unique)
  - Covid-19 adaptations



## GOVERNANCE

Goal 4: Parkland school policies meet Alberta Education legislative, regulatory and policy requirements.

### Strategies/Required Actions:

- Review and update Parkland School Policies and Administration Procedures to ensure alignment with Alberta Education legislative, regulatory and policy requirements (AISCA templates).
- Establish internal processes to ensure timely and regular review of Parkland School Policies and Procedures.
- Build knowledge and capacity of certificated staff in adhering to legal frameworks and policies (Competency 6, Teacher Quality Standards).
- Review roles and responsibilities of Parkland CLASS policies and administrative procedures to ensure the Principal, who is ultimately responsible for the instructional leadership of the school, holds authority in decisions affecting the planning, instruction and assessment of students (LQS, Competency 6)
- Review and revise Parkland CLASS policies and procedures to reflect Alberta Education's *Leadership Quality Standards*, including but not limited to:
  - Teacher Growth, Supervision and Evaluation Policy
  - Senior Leadership Growth Plans
- Update the Provincial Education Directory to include "Head of School" in the Chief Education Officer's role at the School Authority level.

### Measures/Deliverables:

- **Develop a project schedule for the review of school policies. (Recommended to first address policies that relate to safety of students, then professional growth and supervision.) (September 2021 - Ongoing)**
- **Leverage PCLASS digital platform to develop an internal system and process to establish a cycle of review of policies and flag required updates with changes to legislation. (Ongoing until May 2024 as per 3 Year Education Plan)**
- **Identify internal and, if relevant, external resources to support review and update of school policies. (Ongoing until May 2024 as per 3 Year Education Plan)**
- **Address any information or implementation supports required at the school/staff level as revised policies are adopted through scheduled staff meetings and professional development. (Ongoing)**
- **Revise Principal and Director job descriptions to incorporate LQS competencies. (September, 2021)**
- **Revise *Teacher Growth, Supervision and Evaluation Policy* to reflect AB ED LQS competencies. (May, 2024, under Goal 4)**
- **Revise internal protocols to include Principal in decisions that affect instruction as a result of any Minister or Deputy Minister communications (ongoing).**



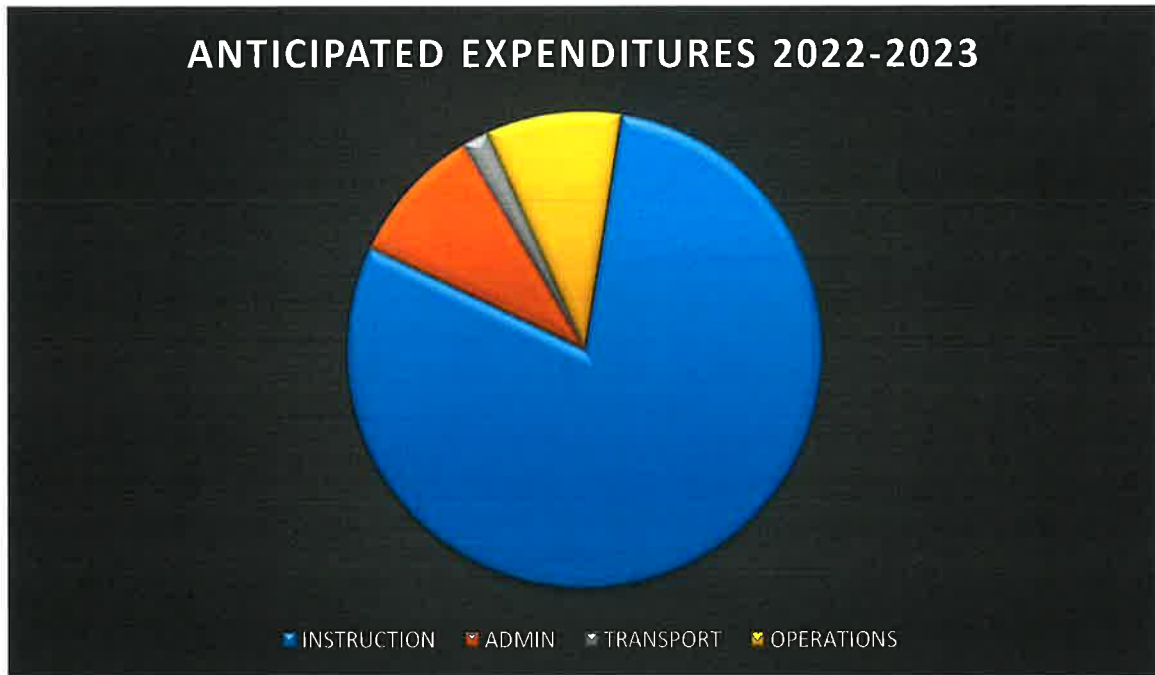
# BUDGET SUMMARY

## ANTICIPATED BUDGET 2022-2023

Based on 2022 anticipated enrolment of 30 (28 funded) students for the 2021-2022 school term, the projected operational funding under the new funding framework from Alberta Education is \$770,133. This figure includes funding from basic, severe, community supports, plants/maintenance, First Nations, Metis and Inuit and system administration grants plus the Bridge/Covid mitigation funding.

Ratio of anticipated expenditures is expected to be more than 2021/2022 due to a possible rise in staff wages due to a new collective agreement from the Union in early Fall/22. Consideration of possible school closures is not figured into this due to the complication of numbers.

Facility improvements are ongoing and may include replacement of flooring in the portables and a new lighting system in the Sensory Gym plus any body work/maintenance on our buses in the summer of 2022.



## 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 certificated 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 required from Alberta Education.

## **CAPITAL AND FACILITIES PROJECTS**

Flooring in the portables plus new lighting in the Sensory Gym are targeted for the summer of 2022 if there are funds available at the end of the 2021/2022 term. Donation funds will be utilized to purchase an Interactive Projective Lumo unit in August, 2022.

