

PARKLAND COMMUNITY LIVING & SUPPORTS SOCIETY (PARKLAND SCHOOL)



ANNUAL EDUCATION RESULTS REPORT 2021-2022



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MISSION AND VISION

Parkland CLASS Mission Statement

Parkland Community Living & Supports Society exists to improve the quality of life of children and adults with developmental disabilities through individual choice, dignity and rights.

Parkland School Vision

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.

"A wonderfully safe, fun and educationally impactful experience."

Survey Comment 2021

STAKEHOLDERS

The Parkland School community is comprised of many stakeholders that support the unique educational and learning needs of our students. These include families, guardians, residential caregivers, the educational team, Board of Directors and external community supporters. This group works together to support the educational and social needs of the students. Parkland School values the input and feedback from our stakeholders. Over the last year, Covid-19 placed considerable barriers on sharing information. With health restrictions being lowered over the past year, we are once again welcoming our families and community onto our campus to share firsthand the new initiatives and exciting additions to our program. Throughout the 2021-2022 term, we engaged our stakeholders more creatively by way of virtual events, virtual tours, email communications, surveys, and website information. We hosted our first in-person celebration in June, with our Graduation Ceremony.

PROFILE

Parkland School is a school for children and youth who are diagnosed with severe disabilities, from Grades 1 - 12 (ages 5.8 or younger than 20 years as of September 1st).

At Parkland School, we provide education based on the development of language and communication skills, the expansion of learner and academic skills, and the development of life and social skills. We offer an educational program with all students working on a modified Programs of Study curriculum under the supervision of Certificated Teachers.

Our school program provides an individualized approach with a high level of 1:1 student to staff ratio. Each student is provided with an educational team that consists of Certificated Teachers/Classroom Leaders and Specialized Student Aides. Supports such as CCN Specialists (Complex Communication Needs), Physical Therapists, Occupational Therapists, Educational Consultants for the Visual/Hearing Impaired, are on board to provide assessments, guidance and recommendations for enhanced support for each student on an individualized level.

Each student's educational program is based upon goals set out in their Individual Program Plan taken from the Alberta Education Programs of Study which may be modified or adapted depending on the student's unique learning needs. The objectives are derived from a partnership between the student's educational team, contributions from parents/guardians, and assessment results. Goals and objectives for each student are designed to promote independence and growth for the future.

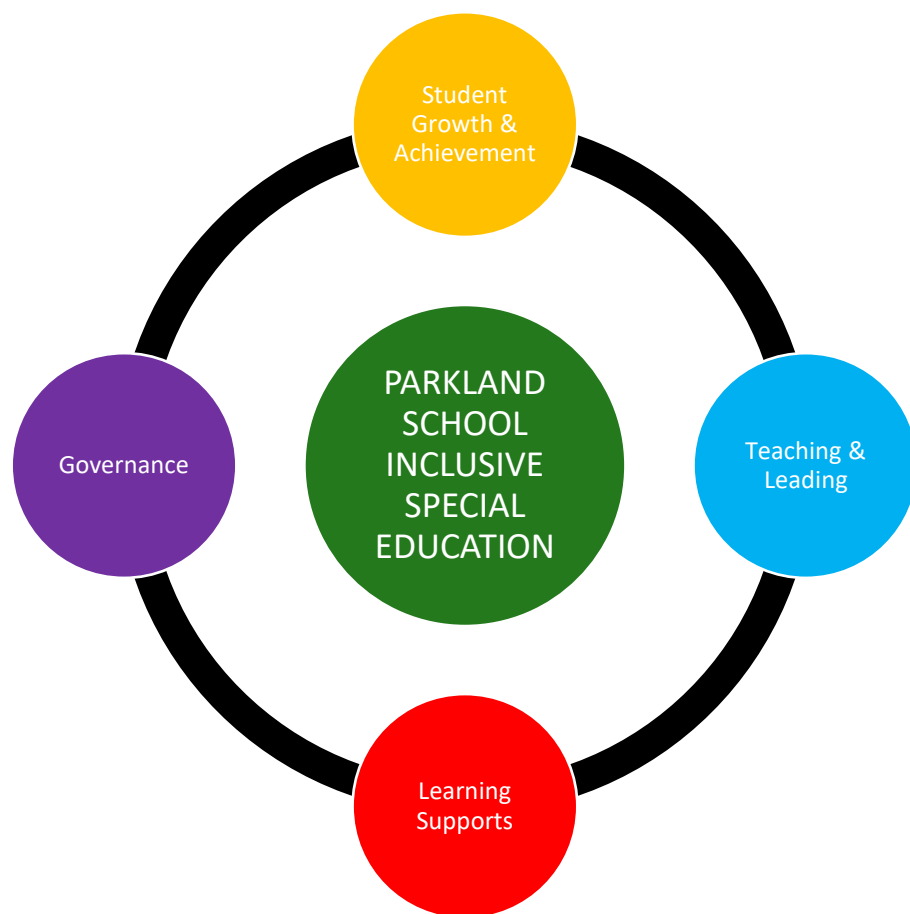
Our community recreation and awareness programs utilize classroom-learned skills in a functional and meaningful way through supported practice in the community.



ACCOUNTABILITY & ASSURANCE MEASURES

The AERR allows Parkland School to report on key priorities and improvement areas identified through feedback provided by our stakeholders and data collected from IPPs and annual assessments.

The information gathered allows us to demonstrate and report on performance requirements set out by Alberta Education that aim to provide assurance that Parkland School is meeting and exceeding performance across the five established domains.



To achieve our goals and continue to build capacity as a Designated Special Education Accredited Funded Private School, we 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 fosters 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.

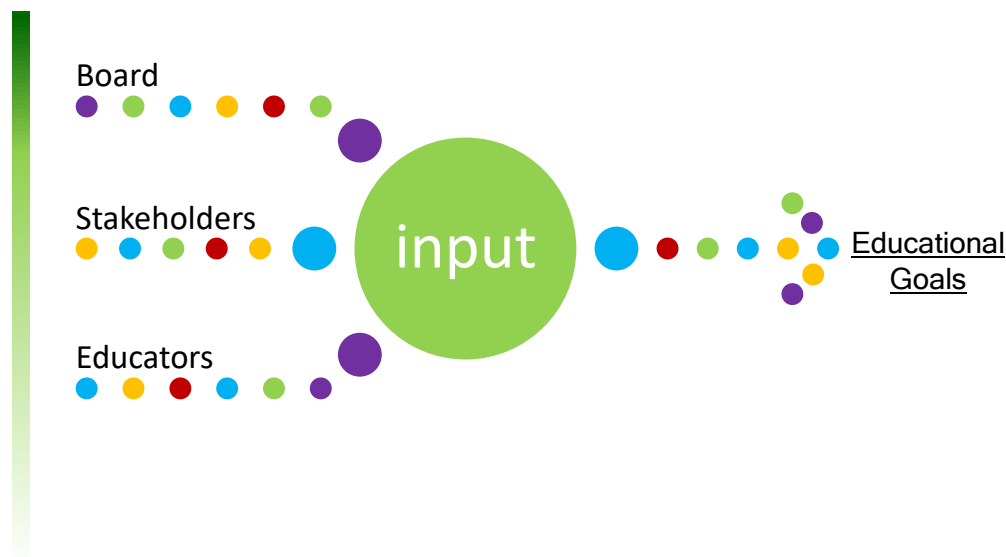
Throughout the year, we gather data from our parent/guardian/caregiver surveys, annual assessment results, and IPP results. We do not receive any information on provincial goals due to the suppression of data values where the number of respondents (teacher and parents) is fewer than 6.

NOTE: The green inner circle speaks to the Local & Societal domain.

All staff meet regularly to discuss what the school's goals and vision are moving into the future. Input and feedback is sought through monthly staff meetings, weekly teacher/classroom leader meetings, classroom meetings and weekly administration meetings, as well as through direct conversations.

We are able to gather data to report progress and help formulate our priorities and educational goals moving forward through a variety of methods including:

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



“Enjoy the programs, teachers and inclusive environment – he excels because of you all.”

Survey Comment 2021/22



“Reads better and understands time concepts now.”

Survey Comment 2021/22

MESSAGE FROM THE BOARD PRESIDENT

Parkland School was established in 1963 by a small group of parents looking for an educational opportunity to better meet their children's needs. From those humble beginnings, Parkland School has continued to work with parents, children and Alberta Education to incorporate best practices as they evolve and systems and expectation changes. We fully support our education team and students and look forward to continuing to be the school of choice in the Central Region for children with unique abilities. Our energies this year are focused on our Education Plan, reviewing our overall infrastructure and practices in the context of:

- Our students' growth and accomplishments
- Our Principal and Teachers' professional development and practice in relation to standards and legislated responsibilities
- Our continuum of supports and services, which are based on inclusive education
- Governance in the context of Alberta Education legislative, regulatory and policy requirements

ACCOUNTABILITY

The Annual Education Results Report for Parkland School Special Education for the 2021/2022 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private School's Regulation and the Education Grants Regulation. The Board is committed to using the results in this report to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. The Annual Education Results Report for 2021/2022 was approved by the Board on January 30, 2023.



 Board Chairman

JAN 31, 2023 Dated

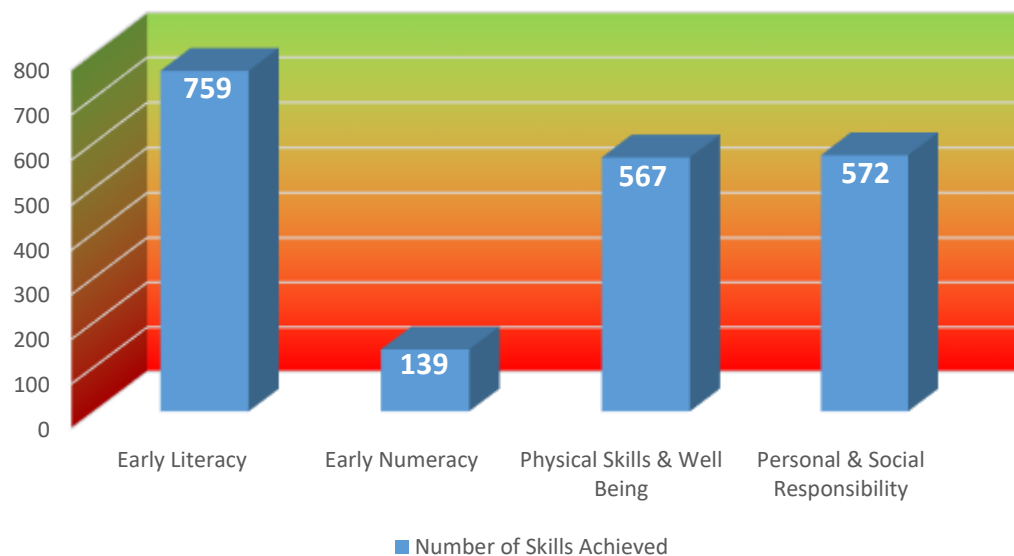
LOCAL MEASURES



STUDENT GROWTH AND ACHIEVEMENT

Goal 1: Parkland School students will demonstrate achievement and growth through the successful completion of individualized program goals that focus on early literacy, early numeracy, personal and social responsibility and physical skills and well being from the Alberta Programs of Study.

2021/2022 Annual Assessment Goal Achievements for 29 Students



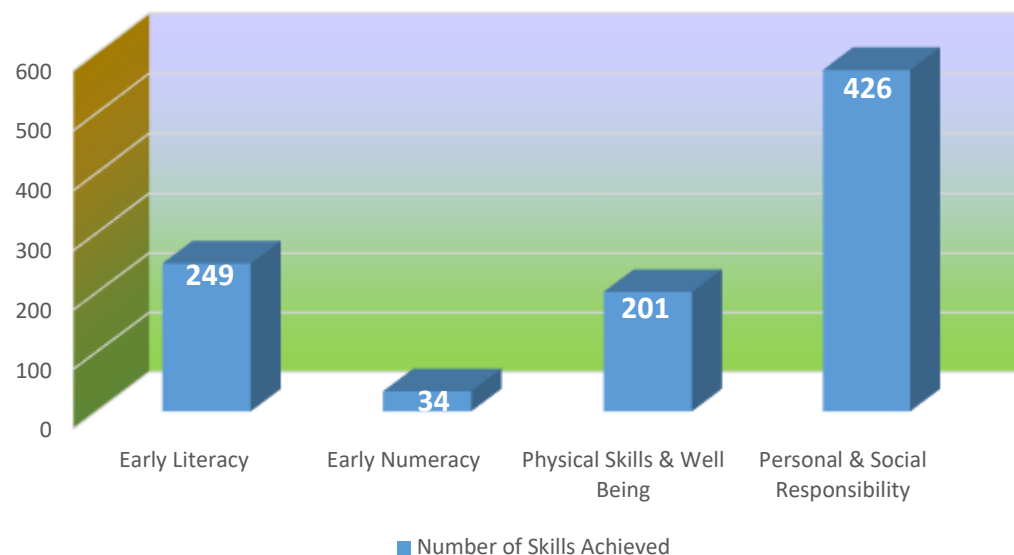
The total percentage of students demonstrating advancement on their annual Brigance/Carolina Curriculum Assessments: **86% of students**.

Four students did not complete any goals due to:

- Two graduate assessments not completed
- Two students with severe medical issues

resulting in major surgeries and extended periods of low attendance.

2021/2022 IPP Goal Achievements for 29 Students



The percentage of students completing goals and improving skills identified in their Individual Program Plans (IPP): **93% of students**.

Two students did not complete any goals due to severe medical issues resulting in major surgeries and extended periods of low attendance.

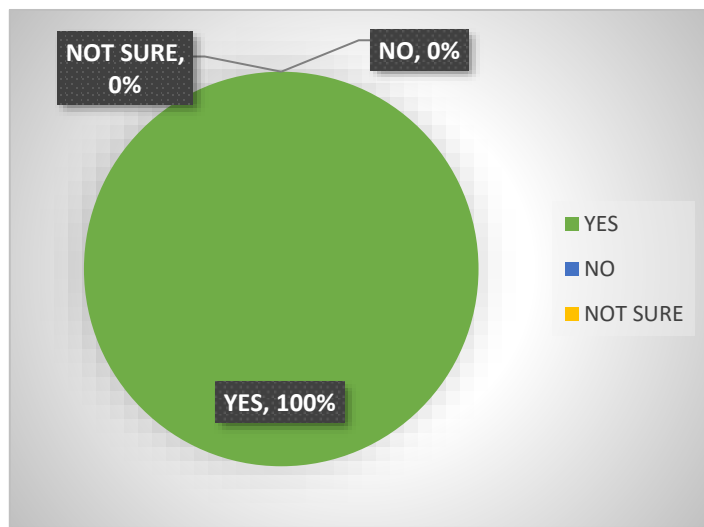


2021/2022 PARENT COMMENTS

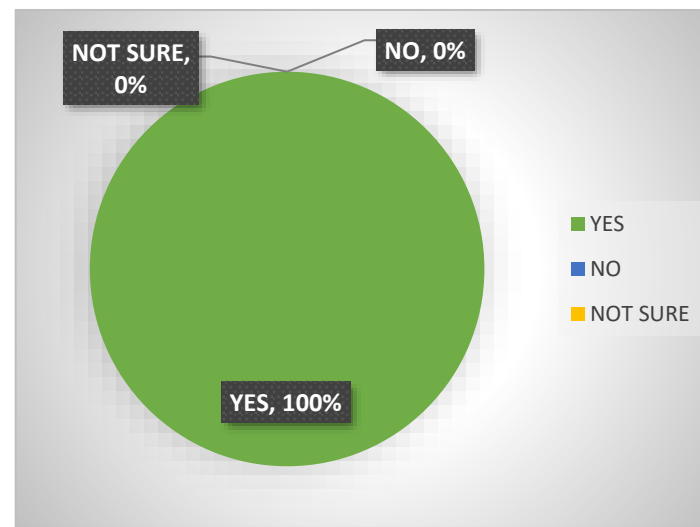
- Noticed improvement in his understanding
- Getting physically stronger
- More assistance with daily routines
- Lots more words and sentences
- Sensory work great, he comes home calm
- She is more happy in the morning
- More regulated, shares feelings and thoughts more freely
- A wonderfully safe, fun and educationally impactful experience
- Has become more vocal, processing better, stronger and more independent
- Reads better and understands time concepts now
- Has changed in all aspects... school really helps him
- He is a lot happier and excelling more than ever
- Enjoy the programs, teachers and inclusive environment - he excels because of you all
- He's trying to understand and act more grown-up
- Much calmer and trying to use her iPad more

2021/2022 SURVEY RESULTS BASED ON 21 RESPONDENTS

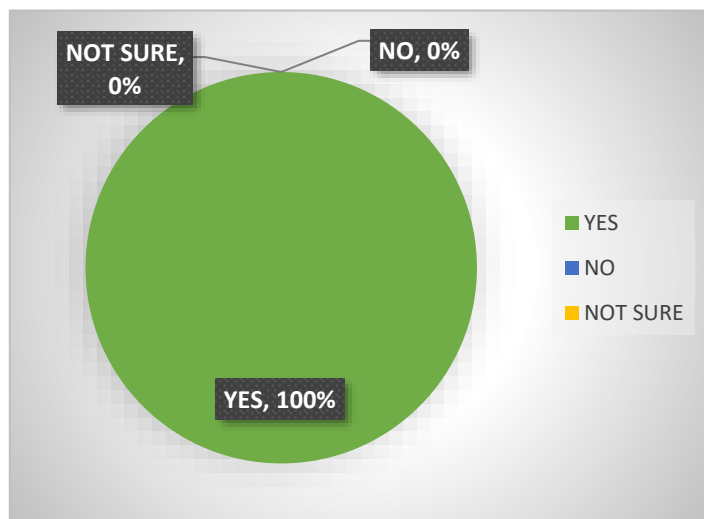
Are you satisfied that the IPP goals presented are satisfactory learning expectations for your child?



Are you satisfied that your child's IPP and annual assessment results are communicated to you at parent-teacher interviews?



Are you satisfied that Parkland School Students model active citizenship?



- Percentage of Advanced classroom students involved in pre-vocational program at the school = $7/10 = 70\%$
- Percentage of Advanced classroom students involved in the pre-vocational community program = 0% (Sept to June due to pandemic restrictions)
- Number of businesses and community facilities utilized in pre-vocational, life skills and recreational activities = 0% (Sept to June due to pandemic restrictions)
- Percentage of students utilizing school/work placements and community involvement for their education = 0% (Sept to June due to pandemic restrictions)

KEY INSIGHTS – Student Growth and Achievement

- Early numeracy goals: ↓ Review/editing of numeracy goals is advised to achieve more completion. IPP's are always a work in progress.
- Early literacy goals: ↑ Continued use of Gemini Program advised.
- Changes that led to greater student success and growth:
 - Longer class times (45 minutes) decreased transition issues and offered more valuable instructional time.
 - Providing an Outdoor Recreation/Mobility class each day improved student physical fitness and well being goal completions.
 - The new playroom provided a pleasing environment for students to advance their play, socialization and friendship skills.
- Changes that led to enhanced partnerships:
 - Changing the venue for our Christmas and Graduation celebrations back to the school (post pandemic) has given these events a renewed purpose and participation. Families enjoy the chance to participate in the activities and come together in fellowship as never before.
 - As a direct take-away from the pandemic, we now offer the parent/guardians/residential supervisors and caseworkers the choice of online zoom meetings, phone calls or in-person interviews for the three mandatory parent-teacher meetings.
 - Alberta Education and AISCA utilize online meetings regarding any new development in policy/regulations.
- Changes that led to enhanced safety and well-being for students and staff:
 - Another valuable take-away from the pandemic was enhanced cleaning and hand sanitization. These procedures provide students with less absences and more opportunity for instruction and growth.
 - After any break (fall, Christmas, Winter, Spring, Easter) we chose to keep our cohorts intact in their own classrooms for two weeks to decrease the spread of any symptoms that may show up.

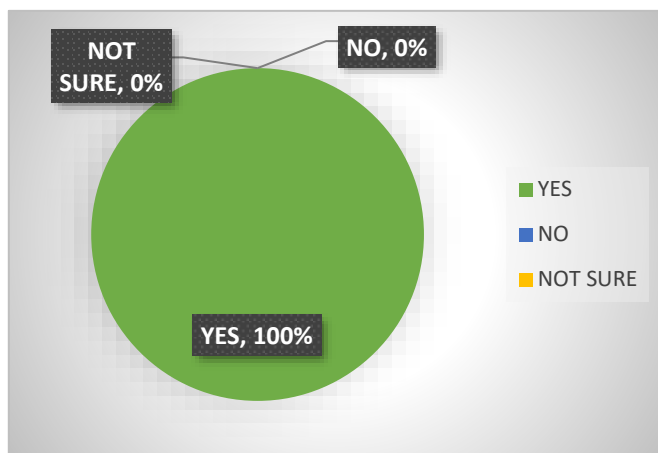




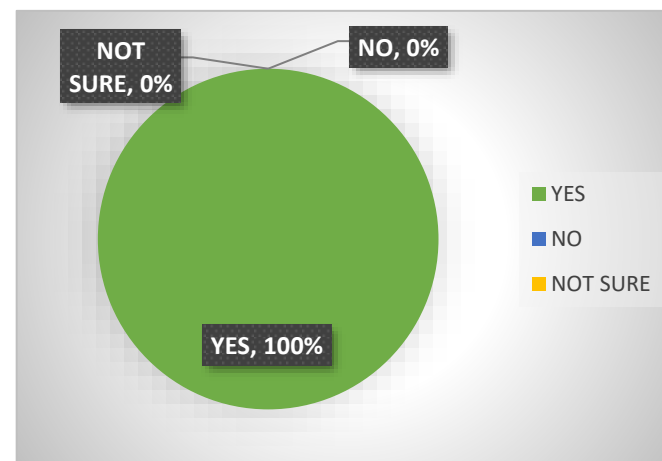
TEACHING AND LEADING

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

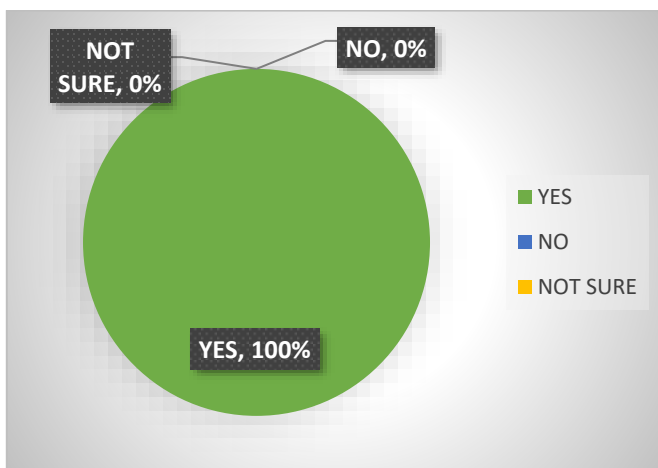
Are you satisfied that your child received a broad program of studies including language, reading, math, fine motor, snack program, life skills, physical education, community awareness and pre-vocational training?



Are you satisfied that the literacy and numeracy classes are taught by certificated teachers under the supervision of the Principal and the IPP goals are formulated from the Alberta Education Programs of Study?



Are you satisfied with the overall quality of basic education at Parkland School?



- Outcomes based on survey results from 21 respondents.
- See Annex for required Alberta Education Assurance Measures.

KEY INSIGHTS – Teaching and Leading

- During the 2021/2022 term, parents were feeling a lack of community and engagement with each other and in the school. Not being able to enter the school building without an emergent appointment, due to Covid-19 health restrictions, or engage with staff face-to-face for a long period had affected how parents felt regarding their involvement with the school and their child's education. We did our best to provide as many online supports as possible effort to provide opportunities to share information and connect. We made a huge effort to increase our communication over the phone, by email and via zoom meetings wherever possible to maintain our close knit parent/staff partnerships.
- Certificated Teachers were accountable and creative in the ways they brought teaching of FNMI culture to the classrooms that were child friendly and appropriate for the skill level of our student population through baking, music, tangible items, craft making, storytelling, and media. We missed our regular in-person gatherings with the Elders for drumming circles, feasts and teepee activities due to pandemic restrictions. In May, we were able to do our annual teepee raising ceremony, offering traditional Indigenous fare, due to the lifting of restrictions. We had two Elders present at the time to dedicate and bless our teepee with ceremonial song and smudging.
- Parkland School is an accredited Designated Special Education (Independent) Private School (DSEPS) with all students requiring additional supports to ensure success. Adaptations and modifications to programming objectives are essential to each student's educational program. Assessments and data collection occurs often to ensure the right supports are in place at any given time. Success and growth is achieved through smaller learning groups, 1:1 support and adaptations in teaching strategies.
- The Principal observed collaborative brainstorming sessions where teachers and classroom leaders were contributing quite equally into the project. A common theme was created and then individual goals were formulated specifically for their classroom, based on differing sensory, physical, cognitive and medical needs.
- The 2022-2023 school year sees changes to the K-6/K-3 curriculum in the areas of English language arts, mathematics, and physical education and wellness categories.
- Our Certificated Teachers attended the AISCA Teacher's Convention in February 2021.

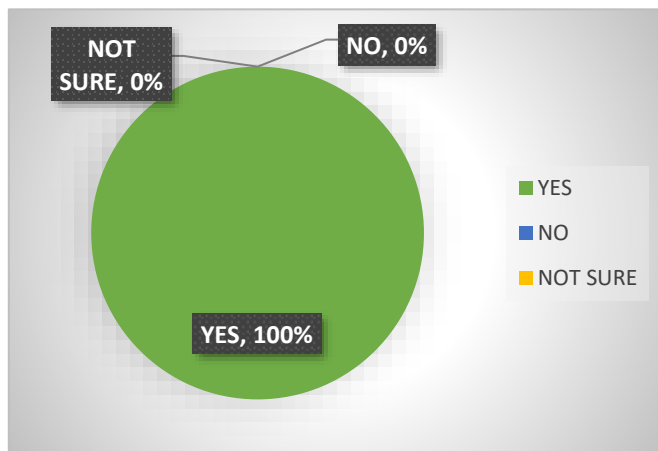




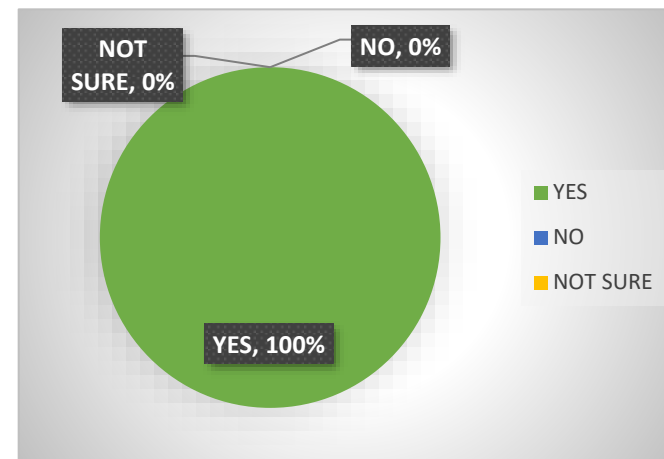
LEARNING SUPPORTS

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

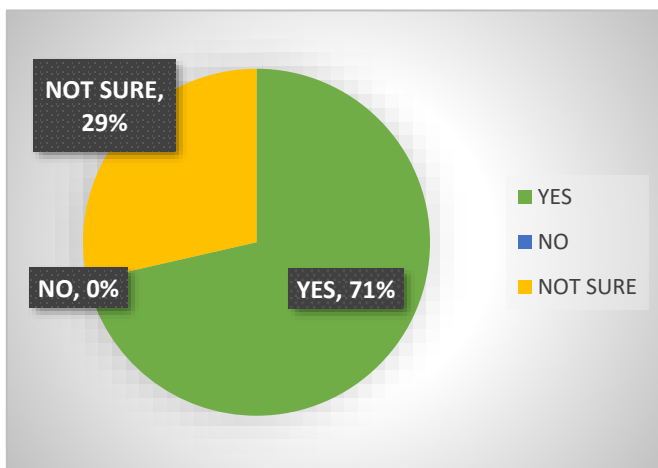
Are you satisfied that Parkland School is a welcoming, caring, respectful and safe environment for your child?



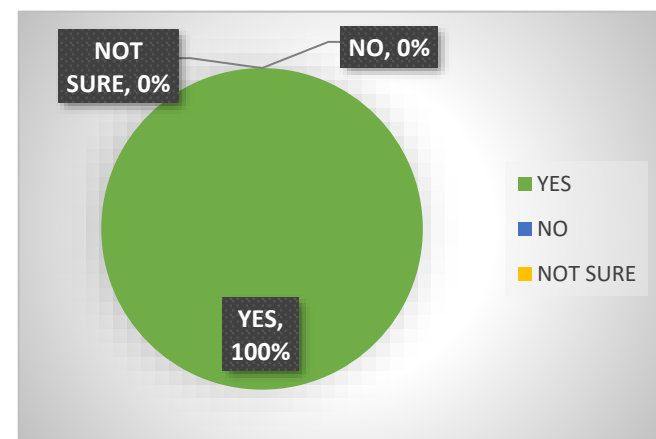
Are you satisfied with your child's access to technology (Smartboards, iPads, laptops, computers, picture schedules) at the school?



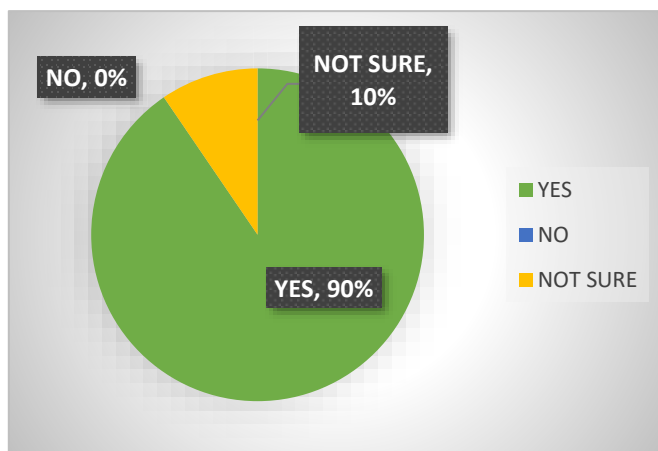
Are you satisfied with the opportunity for Parkland School to offer some paraprofessional services (OT, PT, Vision and Hearing) through the new AISCA incentive (ECLS & Low Incidence Support)?



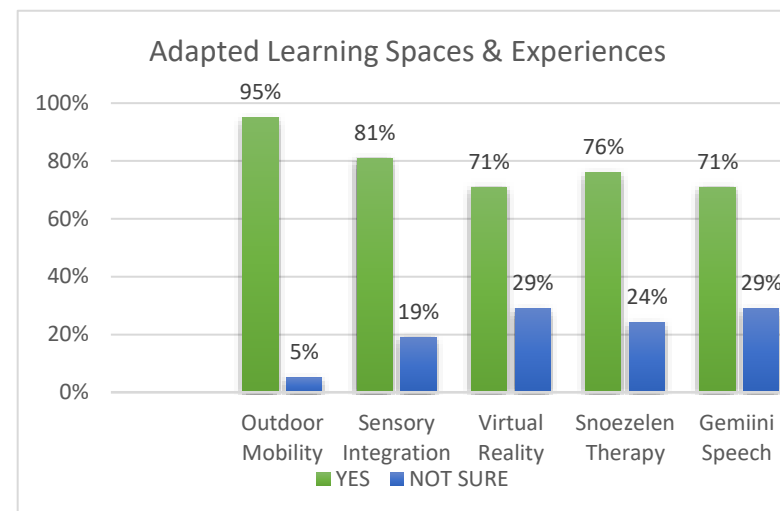
Are you satisfied with the inclusive atmosphere at Parkland School where all students are recognized and accepted for any diversity including gender, ethnicity, sexual orientation, race, culture and specific learning requirements?



Have you felt that Parkland School has supported you and your child during the Covid-19 pandemic with the provision of online learning, at home learning bins, parent emails regarding current issues, zoom meetings and website learning resources as needed?



Are you satisfied that your child receives unique programming beyond their regular studies in the following areas?



NOTE: Due to Covid-19 restrictions, parents were "not sure" of some due to having no exposure to it yet.

NOTE: Outcomes based on survey results from 21 respondents. See Annex for required Alberta Education Assurance Measures.

KEY INSIGHTS - Learning Supports

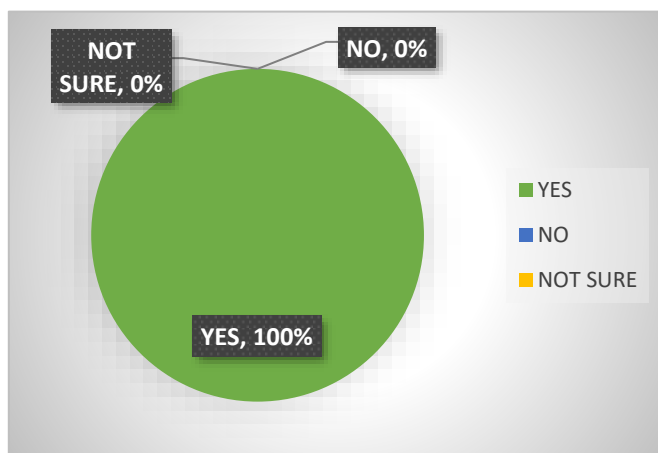
- Paraprofessional Services re: AISCA E.C.L.S. (Expanding Capacity and Learning Supports) and Central Alberta L.I.S. (Low Incidence Education Cooperative): 6 respondents were not sure due to the start-up phase being held up due to the pandemic and no in-person meetings with professionals.
- School support during Covid-19: 2 respondents were not sure (1 parent said student was not interested and other used personal support in home).
- Unique programming: parents not in school to see the programs (sensory, virtual reality, snoezelen and Gemiini - most not being used at full capacity due to Covid-19 restrictions).



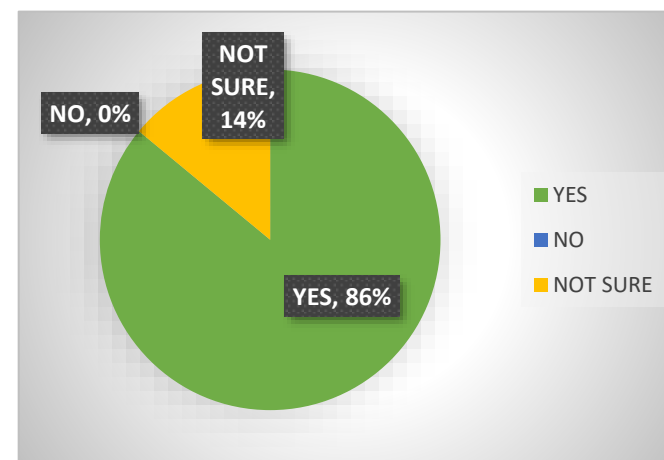
GOVERNANCE

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

Are you satisfied with the collaboration/engagement regarding decisions for your child given through parent-teacher conferences, school surveys and daily communication books?

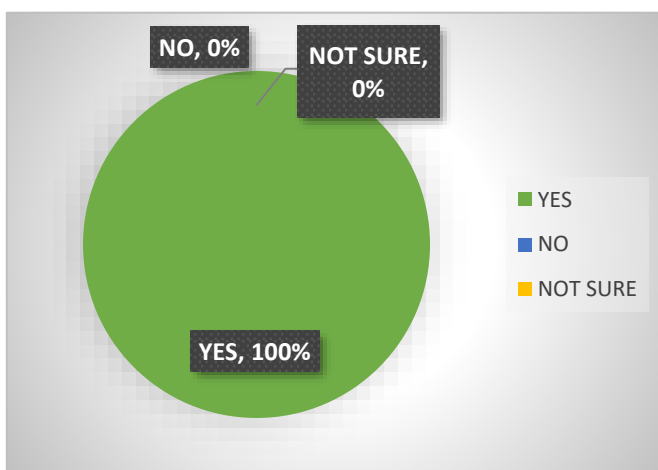


Are you satisfied that the school has improved over the last 3 years (physical improvements, equipment purchases, program upgrades, technology advancements, etc.)?



NOTE: 3 New parents are unsure because they have no reference point.

Are you satisfied with your accessibility to the Education Plan and the Annual Education Results Report that are available on request at the school office or by link on the website (parklandschool.org)?



- Outcomes based on survey results from 21 respondents.
- See Annex for required Alberta Education Assurance Measures.

KEY INSIGHTS – Governance

- Membership in AISCA (Association for Independent Schools and Colleges in Alberta) has proven to be a great advantage in understanding/meeting Alberta Education legislative, regulatory and policy requirements. We have utilized the opportunities for teacher professional development and also the paraprofessional initiatives (ECLS and Central Alberta L.I.S) to provide students with consultation and assessment services from professionals in the areas of PT, OT, Vision and Hearing.
- Designed a written procedure for policy review/editing/revisions to ensure compliance.
- Improved communication throughout the school with weekly Principal/Teacher/Classroom Leader meetings, monthly Director/Principal/Teacher/Classroom Leader meetings, monthly Teacher/Leader classroom meetings, monthly staff meetings and weekly Administration Team meetings.
- A survey information sheet provided parents an increased understanding of the various programs offered to students at the school. Surveys are sent out twice a year and have excellent consistency in responses. Our data was measured on 21 respondents out of 29, indicating excellent parent involvement.

Parent Survey Information Sheet Explanation:

LITERACY: Includes speech, language, reading and communication of all types.
NUMERACY: includes math, manipulatives, fine motor tasks, printing, writing, tracing and counting.
ECLS & LOW INCIDENCE SUPPORT: Enhanced Capacity and Learner Supports (ECLS) and Low Incidence Education are government based grants offered at no cost through AISCA (Association of Independent Schools and Colleges in Alberta) to provide consulting services (PT, OT, Vision, Hearing) a few times per year.
GEMIINI VIDEO MODELLING PROGRAM: Is a renowned online learning platform for special needs. There are over 100,000 videos for teaching speech, language, signing, socialization, self-help and work habits. Teachers are able to produce their own specific video compilations to suit their student's needs.
LUMO: Interactive projection system that uses up to 200 apps to unleash exploration, learning, communication, motor skills, proprioception, and body movement through fun activities for singular or group sessions.
LIBERATING TECHNOLOGY: Includes high-tech (smartboards, laptops, iPads, technical talkers) and low-tech (picture schedules, eye gaze boards, Big Mac button talkers, cause and effect toys, real picture cards, Boardmaker picture cards, communication dictionaries to record child's communication gestures/sounds/body language).
SENSORY INTEGRATION: Has been incorporated into our daily teaching schedules for several years now and has proven to be highly effective in promoting the balance needed for all students to learn more effectively. The integration of all senses in a therapeutic program is proven to decrease anxiety and calm the nervous system. It promotes greater comprehension, attention to task and curb behavior created by an "out of balance" issue in the body. Daily sensory exercises create a cumulative effect resulting in better physical and mental health.
HEALTH AND WELLNESS: Is crucial for enhanced learning. It is accomplished through the teaching of proper diet (snack program), choice making (for empowerment), self-regulation skills, inclusion of all students and a safe, nurturing and caring environment. The inclusion of outside consultations (OT/PT/Hearing/Mobility) has been a struggle in the past few years but will be offered again in 2021/2022 through visitations by professionals several times throughout the year.
LIFE SKILLS TRAINING: Has always been an integral part of our curriculum and offers the students hands-on training with essential skills that promote the best quality of life moving forward. Hygiene, dressing, toileting, eating, grooming, socialization, recreation are all addressed on a daily basis. Gemiini is a valuable asset to supplement the hands-on procedures.
SNOEZELEN THERAPY: Is another piece of sensory integration offered in a peaceful environment with bubble tubes, fiber optics, projectors, water bed, music, weighted blankets, and comfy bean bag chairs. This room is used for scheduled relaxation and as a reset for the busy schedules our students experience both in and out of the school setting. Anxiety is forgotten and a complete reset is easily accomplished in this sublime environment.
CITIZENSHIP: Entails community involvement (recreation, shopping programs); volunteerism (pre-vocational training); participation in and belonging to a core community (role modelling by older students, taking care of our school bunny, "Bean", playing together on the mobility path and equipment by respecting others and turn taking); pursuing the public good (our recycle programs - pop can tabs, cardboard, plastics and pop/juice cans); engagement in the world around you (studying current events and realizing what they mean to you, attending events in our local community); and obeying rules and laws (understanding and following the school rules to avoid unsettling incidents, respecting the laws/orders given to protect society i.e. masking, distancing, hand sanitization, staying home when sick, etc.).
MOBILITY AND FITNESS TRAINING: Has improved greatly this year with the addition of our new mobility path and our Outdoor Recreation and Mobility Classes. Gross motor skills are taught through walker training, sensory exercises, range of motion/stretching, heavy muscle work and utilization of specialized trampoline, trikes, bikes, sensory playground, and our tried tested and true playground equipment.
VR PROGRAM: The Rendever Program of Expanding Worlds is a platform that uses the power of virtual reality to provide shared experiences through a subscription service. It includes geographical, experiential, and educational themes. We can also tap into life skills and every day training opportunities.

BUDGET SUMMARY & RESULTS

Anticipated Budget 2022-2023

Based on the 2022 anticipated enrolment of 30 (28 funded) students for the 2022-2023 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-19 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.

Facility improvements are ongoing and may include indoor painting projects, a new Smartboard for the Advanced classroom and any body work/maintenance on buses in the summer of 2023.

EXPENDITURES 2021-2022

✚ On instruction =	78.6%
(\$985,268)	
✚ On administration =	9.8%
(\$122,989)	
✚ On transportation =	2.0%
(\$25,078)	
✚ On operations + maintenance =	9.6%
(\$120,508)	

TOTAL: 100% (\$1,253,843)

ACTUAL EXPENDITURES 2021-2022



■ INSTRUCTION ■ ADMIN ■ TRANSPORT ■ OPERATIONS

COPIES OF BUDGET STATEMENT AVAILABLE THROUGH:

JANNA MILLER
 DIRECTOR OF FINANCE AND ADMINISTRATION
 PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY
 6010 - 45 AVENUE, RED DEER, ALBERTA, T4N 3M4

SUMMARY OF FINANCIAL RESULTS 2021/2022

Funds received from Alberta Education for the 21/22 school term were \$810,109 (from audit). This figure includes funding from basic, severe, operations and maintenance, First Nations, Metis and Inuit, community support, system administration and bridge funding.

Funds were spent on:

- Staffing (teachers, specialized aides, subs)
- Yearly subscription fees (Gemiini, Starfall, Smart Learning Suite for Smartboards, Rendeever VR Subscription)
- Equipment (sensory items and equipment, classroom materials, LUMO machine, specialized toys, computer hardware and software)
- Supplies for re-entry in Sept/21 (masks, thermometers, face shields, foggers, disinfectants, hand sanitizer, air purifiers/filters)
- Internet charges
- Maintenance (equipment, supplies, repairs)
- Facility improvements (new flooring in portables, lighting upgrades in gym and hallway, and outdoor painting improvements)
- Outside services (electricians, plumbers, janitors, yard maintenance, playground repairs)
- Food (snack program)
- Action Bus service fees
- Bus expenses (inspections, repairs, fuel)
- Administration (office expenses and services - payroll, accounting, staff recruitment and copier lease)
- Billed expenses for electricity, gas, sewer, garbage disposal
- Annual Christmas Banquet
- Recreational program fees

CAPITAL AND FACILITIES PROJECTS RESULTS

Flooring in the portables, new lighting in the Sensory Gym and hallway, plus outdoor painting improvements were completed in the summer of 2022. Donation funds were utilized to purchase an Interactive Projective LUMO unit in August/22.

TIMELINES AND COMMUNICATION

- The Education Plan and AERR documents will be available in late May and late January on our website www.parklandschool.org.
- The Education Plan and AERR hard copy documents will be available in early June and early February for society members and parents upon request.
- Staff members are provided with copies of the Education Plan and Annual Education Results Report to read.
- The Board of Directors of Parkland Community Living and Supports Society are provided with a link or copies of the documents.

WHISTLEBLOWER POLICY DISCLOSURES

- The whistleblower policy for Parkland School was put in place on November 30, 2014.
- No whistleblower claims were received in the 2021/2022 school term.



ANNEX

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022 School: 4493 Parkland School Special Education

Assurance Domain	Measure	Parkland School Special Ed		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a
	5-year High School Completion	n/a	*	n/a
	PAT: Acceptable	0.0	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a

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

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022 School: 4493 Parkland School Special Education (FNMI)

Assurance Domain	Measure	Parkland School Special Ed		
		Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a
	3-year High School Completion	*	n/a	n/a
	5-year High School Completion	n/a	*	n/a
	PAT: Acceptable	*	n/a	n/a
	PAT: Excellence	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a

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