

PARKLAND COMMUNITY LIVING & SUPPORTS SOCIETY (PARKLAND SCHOOL)



ANNUAL EDUCATION RESULTS REPORT 2022-2023



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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.

"He has been very happy since starting at Parkland School. I feel we have finally found a place where he truly belongs, so thank you!"

Survey Comment Jan 2023

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. We hosted our first in person celebration in June 2023, with our Graduation Ceremony. On June 29, 2023 we hosted an Open House Event for all families, guardians and Board members. The staff were dispersed throughout the school to demonstrate programs, techniques and equipment used with our students to enhance their skills. The Principal held "class" in the Advanced room to explain our educational programs of study and the use of our Smartboards. On June 30, 2023 the Administration Team presented a restructuring of our system to Alberta Education that met compliance with legislations and regulations. The new restructure plan will bring about many changes in the next term.

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 and Specialized Student Aides. Supports such as CCN Specialists (Complex Communication Needs), Physical Therapists, Occupational Therapists, Educational Consultants for the Visual/Hearing Impaired, are available 3 - 6 times per year to provide assessments, guidance and recommendations for enhanced support of every 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.



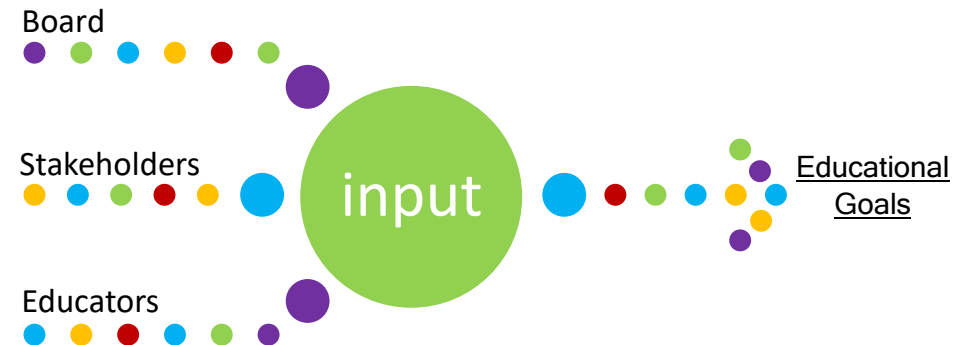
To achieve our goals and continue to build capacity as a Designated Special Education Private School, we take a multi-faceted approach, by working closely with our Board of Directors and all of our Stakeholders to define our priorities. In doing so, we believe this fosters the strongest environment possible 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, staff and Board 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.

Input and feedback is sought through monthly staff meetings, classroom meetings and administration team 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/Guardian, staff and Board surveys
- Annual Board Retreat report approvals
- Consultations/recommendations from consultants (CCN, OT, PT, VISION)
- Alberta Education Feedback
- Teacher and support staff collaborations
- Certificated Teacher annual professional learning plans & professional development list
- Student assessment/IPP goals results



“Don’t change – you guys are the BEST!! ❤️”

Survey Comment 2022/23



“He has many more words and fluent sentences often.”

Survey Comment 2022/23

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 students' needs. From those humble beginnings, Parkland School has continued to work with parents, students and Alberta Education to incorporate best practices as they evolve and as systems and expectations change. This past year, we continued to look for ways to enhance our programs and align with Alberta Education's regulations.

- We were able to resume regular activities within our school programs near the end of last year without using cohorts.
- We focused on significant professional development for our staff.
- We continued to work with AISCA and Alberta Education to meet the requirements within the Alberta Education regulations and legislation.
- We completed significant upgrades to our facilities over the summer.

Our energies this year are focused on implementing and integrating:

- The realigned and restructured instructional schedule and organizational chart.
- Our two new certificated teachers, added to the Primary and Secondary classrooms.
- Our newly aligned curriculum for English Language Arts and Literature, Mathematics, Science, Social Studies, Art and Music, Physical Education and Wellness and Wellness PLUS for all students in keeping with the Programs of Study/new curriculum from Alberta Education.

Parkland's Board is committed to our education team and their ongoing efforts to enhance the educational opportunities available to our students. We are equally respectful of the trust placed in us by the parents and guardians who choose us to assist their children and youth in their educational journey. We are looking forward to the 2023/2024 school year.



ACCOUNTABILITY

The Annual Education Results Report for Parkland Community Living and Supports Society (Parkland School) for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial 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 2022/2023 was approved by the Board on November 30, 2023.



W. J. L. Board Chairman

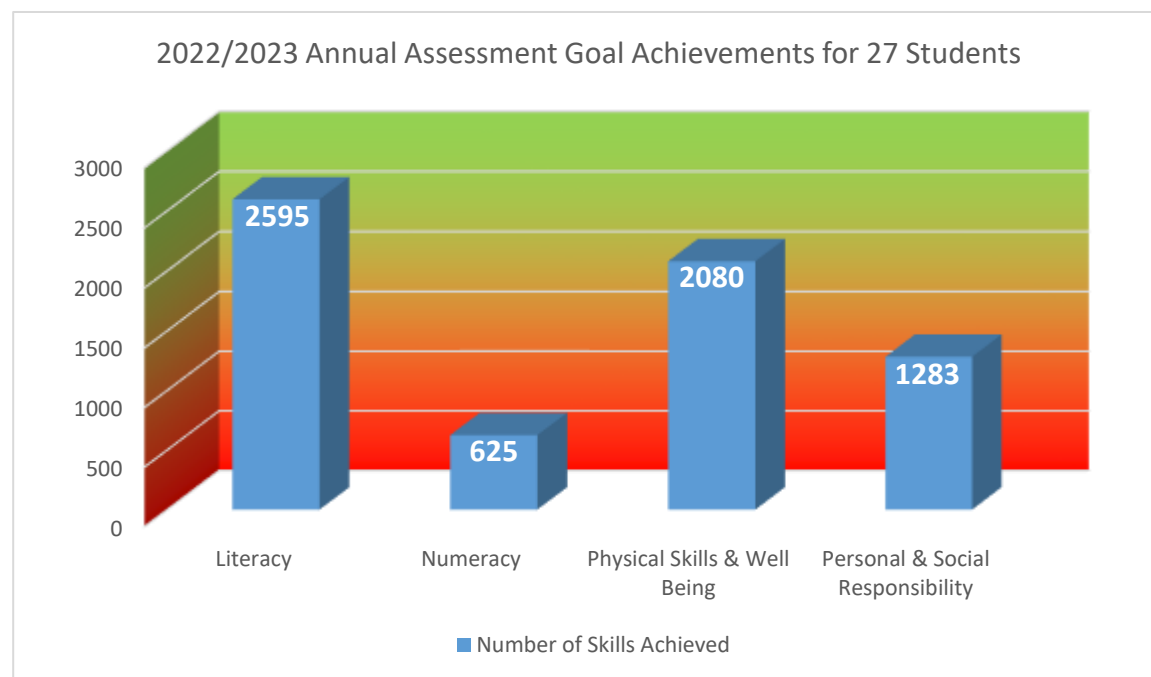
NOV 30/23 Dated

LOCAL MEASURES



STUDENT GROWTH AND ACHIEVEMENT

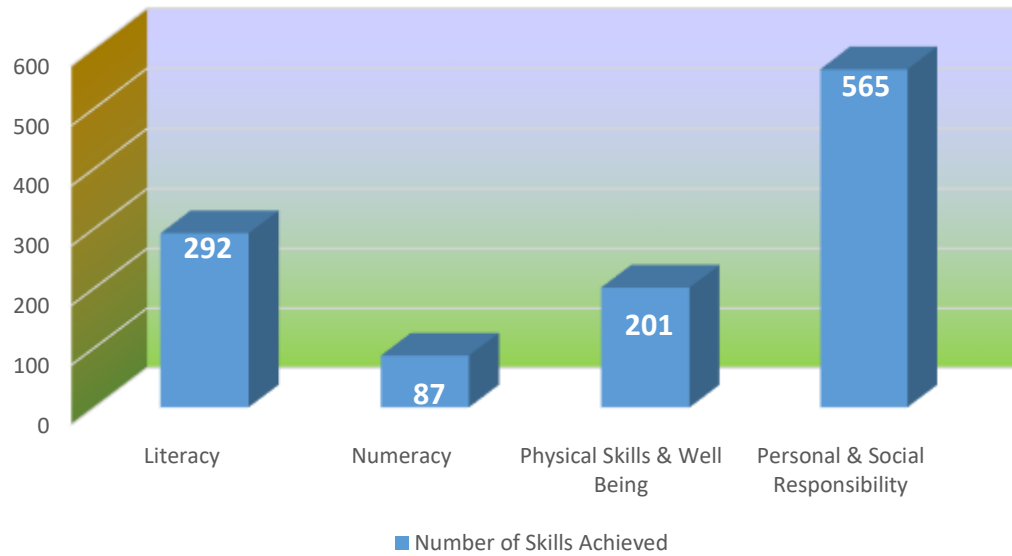
Goal 1: Parkland School students will demonstrate achievement and growth through the successful completion of individualized program goals that focus on literacy, numeracy, communication, life skills, citizenship and independence.



The total percentage of students demonstrating advancement on their annual Brigance/Carolina Curriculum Assessments: **93% of students**.

- There were two students with severe medical issues resulting in extended periods of low attendance that did not complete any assessment goals this term.

2022/2023 IPP Goal Achievements for 27 Students



The percentage of students completing goals and improving skills identified in their Individual Program Plans (IPP): **100% of students.**



2022/2023 PARENT SURVEY COMMENTS

JAN 2023:

- The growth I have seen in him since attending the past 2 years has been amazing and I know a lot of it is because of the staff and school.
- Everyone at Parkland is wonderful! Thank you all for everything you do! She sure loves going to school now! ☺
- She is much more happy at school and after.
- She is thriving at Parkland School. Thank you all!!
- Amazing school. I couldn't be happier.
- He is more alert and aware of things around him, wants to play catch and wants to dress himself.
- We genuinely love the school & staff but are disappointed that, in a place where it can have direct life or death consequences, staff are choosing not to mask.
- She is trying new sounds, crawling and exploring more and making eye contact for longer.
- She seems happier - often giggling.
- Parkland has been an amazing school for him. Thank you so much!

- Making more sounds.
- Longer sentences and more descriptive words used.

May 2023:

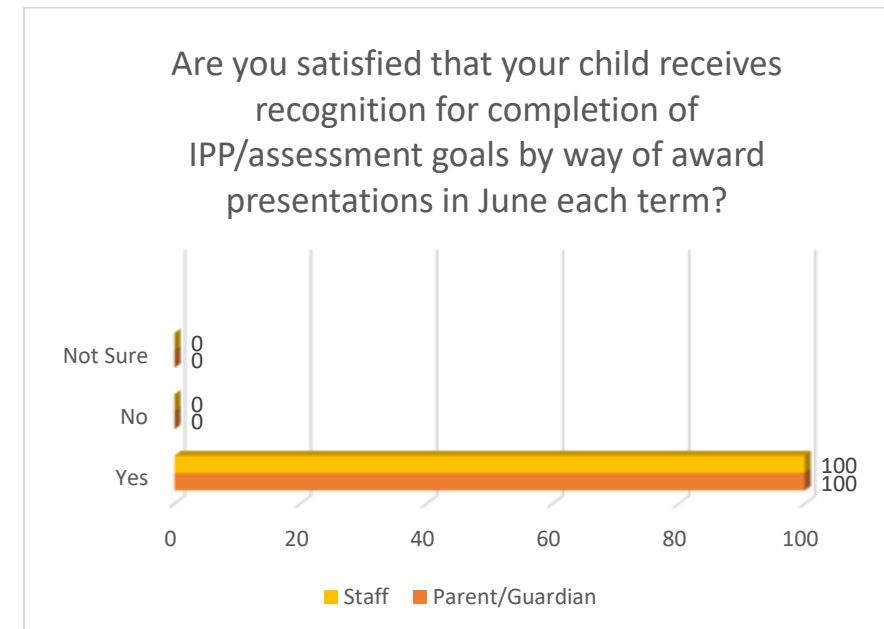
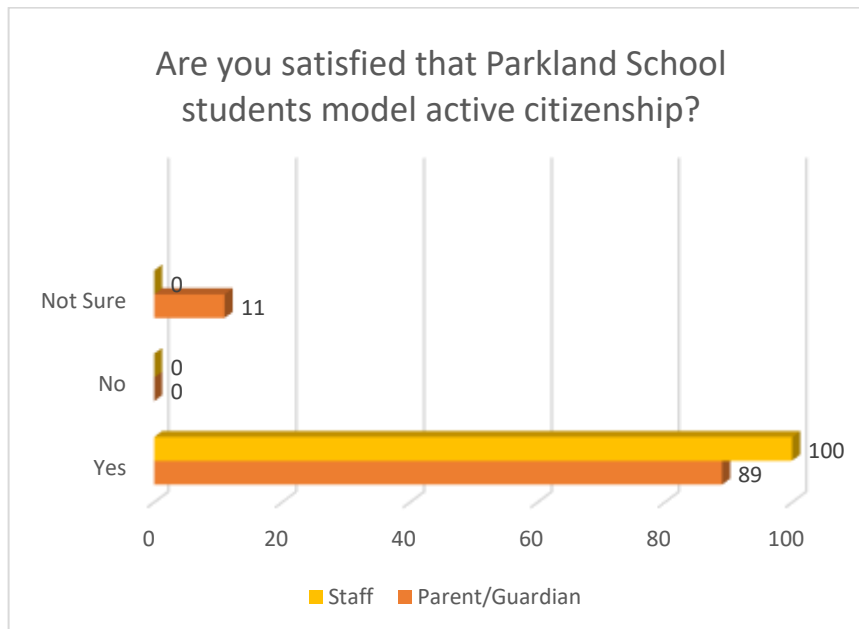
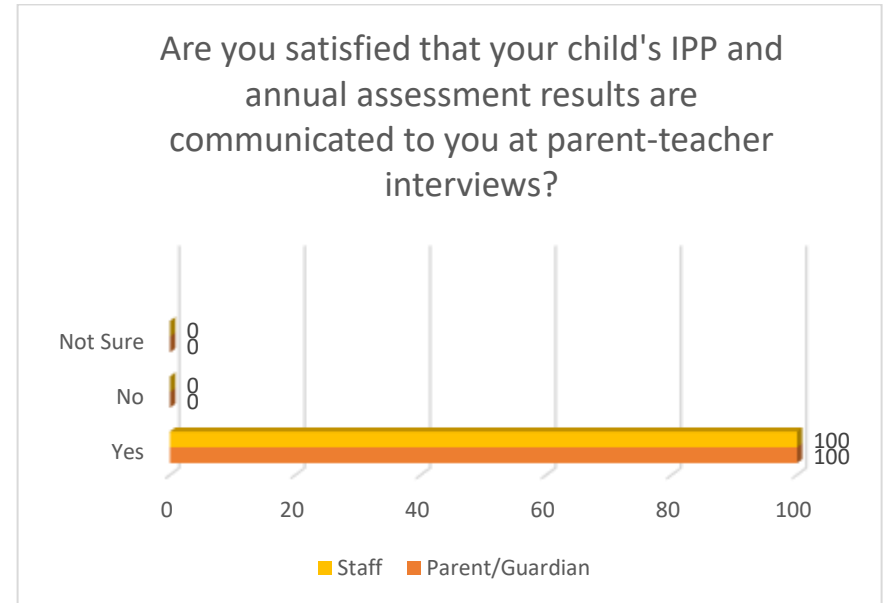
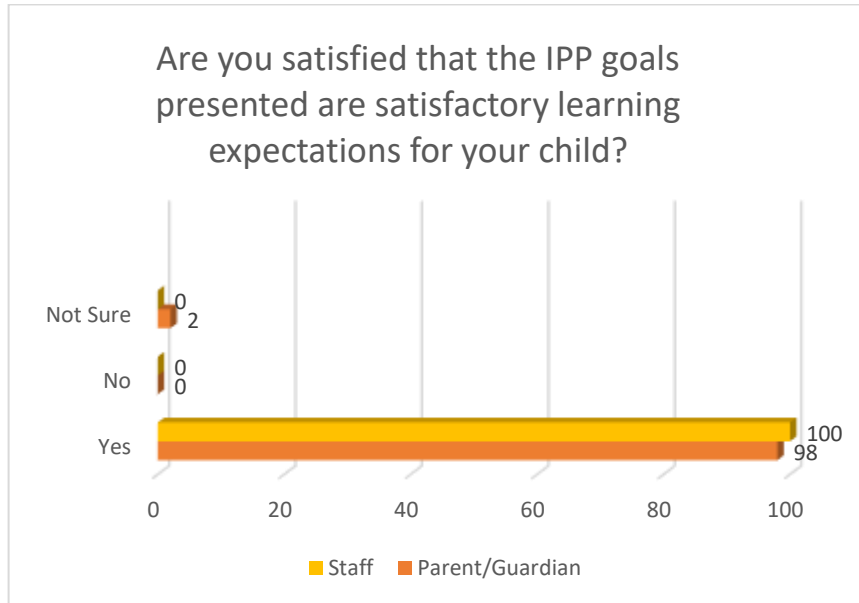
- He is a lot better.
- More words in sentences and understands more language.
- Thank you everyone for being so wonderful! She comes home happy and relaxed every day she attends. ☺
- He is more interactive with other kids.
- Parkland is a massive blessing in our lives. God bless you all!
- Very verbal - many new sounds.
- Love the inclusion and education my son receives. We feel blessed to have him at Parkland with his amazing team. ☺
- We are very happy with the school. My son has been happy.
- More alert and lots of energy.

2022/2023 STAFF SURVEY COMMENTS

- So proud of our students this year for all their strides, achievements and accomplishments!
- Very pleased with everything at Parkland School. ☺
- Parkland School is the best!!
- I am very proud of Parkland School and everything it has to offer.
- Doing courses on our phones/tablets is terrible and zoom isn't that good either.
- Some improvements still needed outdoor. Repairs can take a long time to get done.
- Lumo is more interactive for students, especially the ones hard to engage. Virtual Reality unfortunately was not a big hit with the students.
- I am proud of the work we do here at Parkland School. We try to do all we can with the resources available to us. More funding from Government would be great.

2022/2023 SURVEY RESULTS

Parent/Guardian results based on 37 respondents. Staff survey results based on 28 respondents. Board survey results based on 4 respondents.



- Percentage of Advanced classroom students involved in pre-vocational training at the school = 88%
- Percentage of Advanced classroom students involved in the pre-vocational community training (Sept to May due to pandemic restrictions) = 0%
- Number of businesses and community facilities utilized in pre-vocational, life skills and recreational activities (Sept to May due to pandemic restrictions) = 0%
- Percentage of students utilizing school/work placements and community involvement for their education (Sept to May due to pandemic restrictions) = 0%
- Percentage of students involved in recreational pursuits (swimming/bowling) in the community (Sept to May due to pandemic restrictions) = 0%
- Percentage of students involved in weekly community awareness field trips (Sept to May due to pandemic restrictions) = 0%

KEY INSIGHTS – Student Growth and Achievement

- Early numeracy goals: ↑ By 2.5 times last term on IPPs and 4.5 times on annual assessments. Review/editing of numeracy goals created more completion but numeracy still has far less goals than the other areas of instruction.
- Early literacy goals: ↑ Continued use of Gemini Program advised.
- Data fluctuates when students complete an assessment and start a higher level assessment.
- 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.
 - New ISPY room (June/23) provided a designated space to utilize CVI consultant recommendations.

- Changes that led to enhanced partnerships:
 - As a direct take-away from the pandemic, we offered the parent/guardians/residential supervisors and caseworkers the choice of online zoom meetings, phone calls or in-person interviews (June only) for the three mandatory parent-teacher meetings.
 - Alberta Education and AISCA utilized online meetings regarding any new development in policy/regulations.
 - An Open House event on June 29/23 gave parents, guardians, residential staff and Board members the opportunity to participate in all aspects of our educational and supplementary activities (modelled by teachers and support staff).
- 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 provided 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.
 - Our no-tolerance sickness policy remained in place to ensure sick students and staff did not attend school.



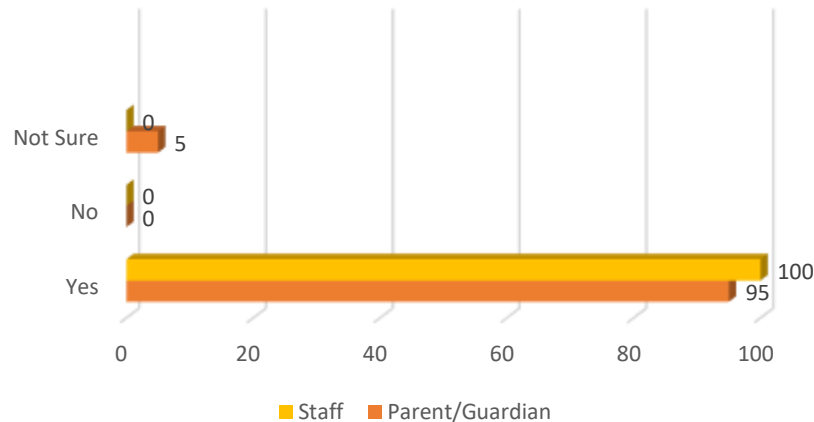


TEACHING AND LEADING

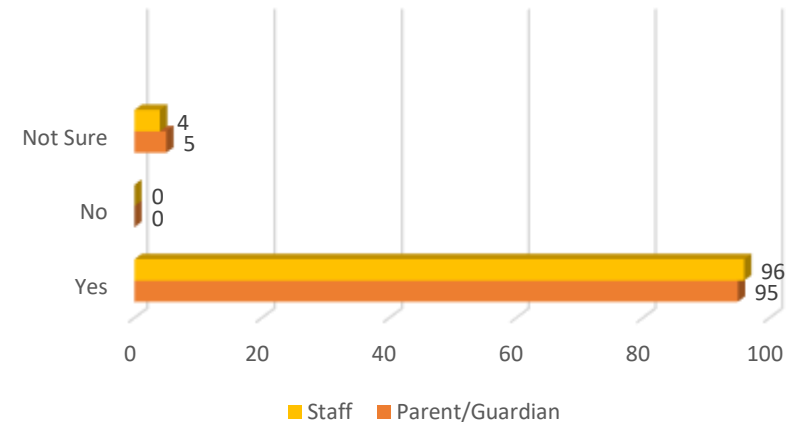
Goal 2: Teachers and Principal demonstrate their respective professional practice standards and legislated responsibilities.

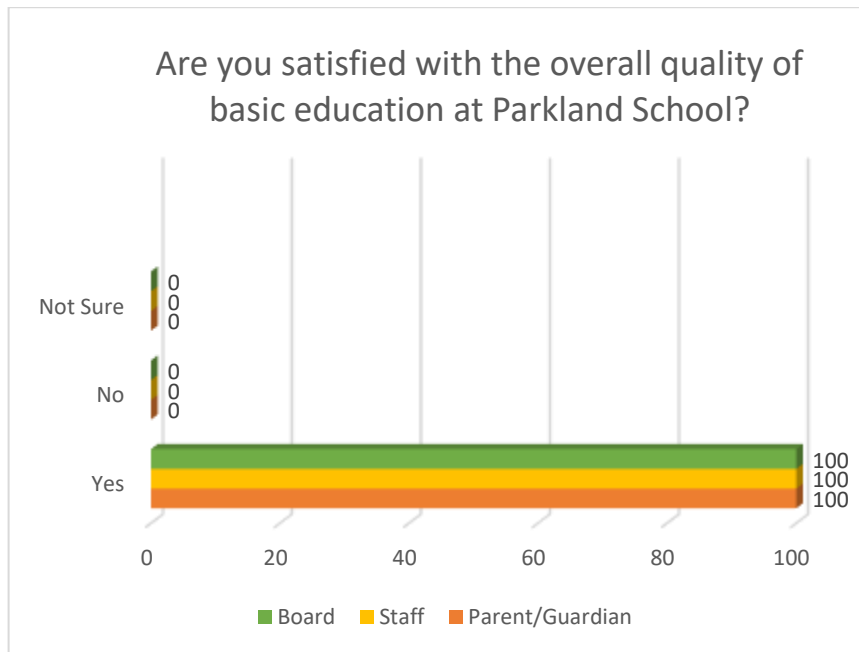
- Outcomes are based on survey results from 37 parents/guardians, 28 staff and 4 Board members.
- See Annex for required Alberta Education Assurance Measures.

Are you satisfied that your child received a broad program of studies including language, reading, math, fine motor, technology, snack skills training, life skills, physical skills/mobility, 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 higher completion rate of numeracy goals this term (Numeracy Teacher only)?
 - Reply: Yes (modifying these goals has been very successful and the staff and the students were engaged with lots of participation).

KEY INSIGHTS – Teaching and Leading

- During the 2022/2023 term, parents were feeling a lack of community and engagement with each other and 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 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.
- In June, once we were free from pandemic restrictions, we invited parents, guardians and Board members to an Open House event to witness the changes over the previous 2 years.

- 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 June, due to the lifting of restrictions, we were able to do our annual teepee raising ceremony, offering traditional Indigenous fare and fellowship. We look forward to Indigenous activities next term.
- Parkland School is an accredited Designated Special Education 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.
- Our Certificated Teachers attended the AISCA Teacher's Convention online in February 2023.
- See ANNEX for a list of professional development activities.

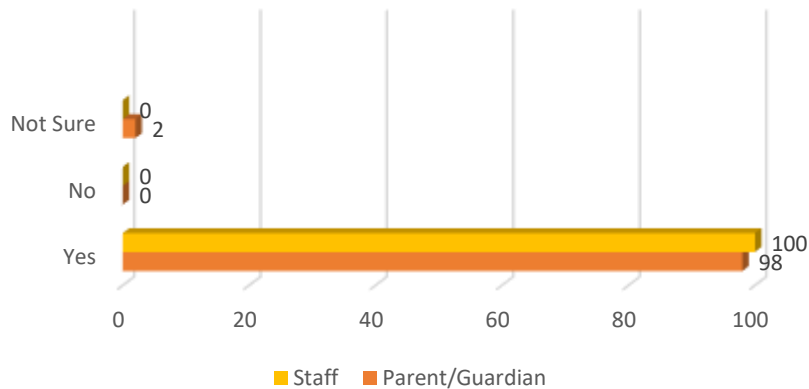




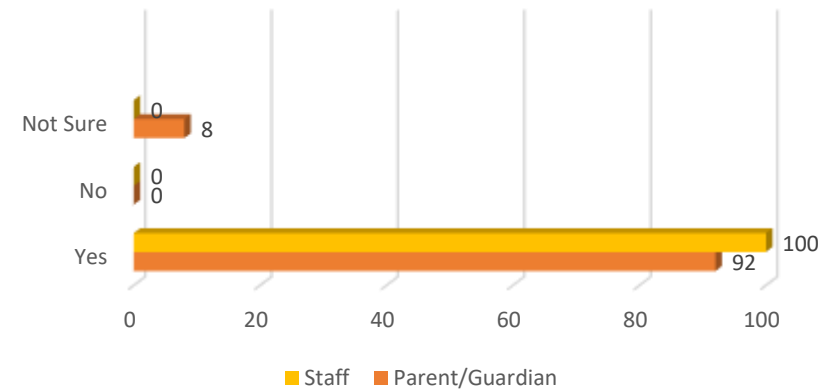
LEARNING SUPPORTS

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

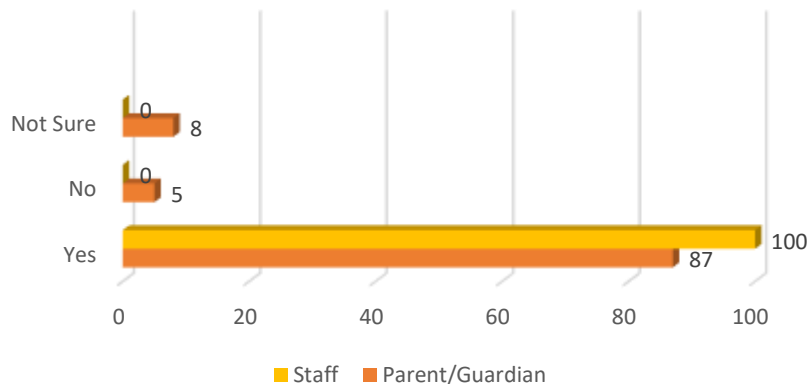
Are you satisfied that Parkland School is a welcoming, caring, respectful and safe environment for your child?



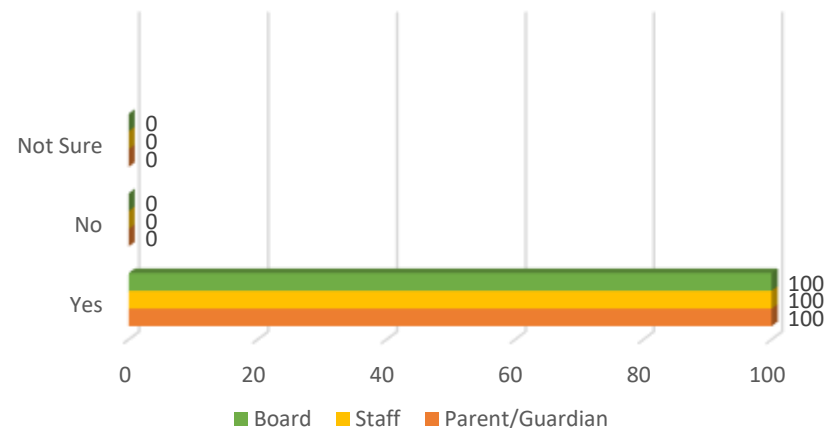
Are you satisfied with your child's access to technology (Smartboards, iPads, laptops, computers, picture schedules, etc.) at the school?



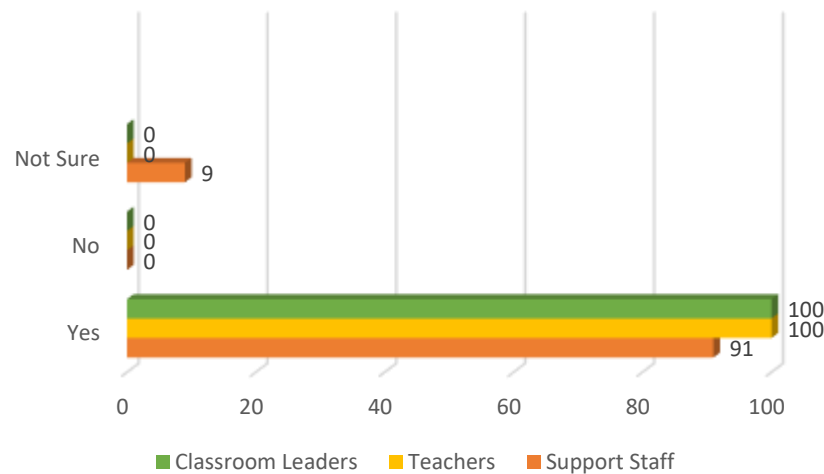
Are you satisfied that with the opportunity for Parkland School to offer some consultant services (OT, PT, Vision, Complex communications needs mentor,) through the AISCA incentives and Provincial team?



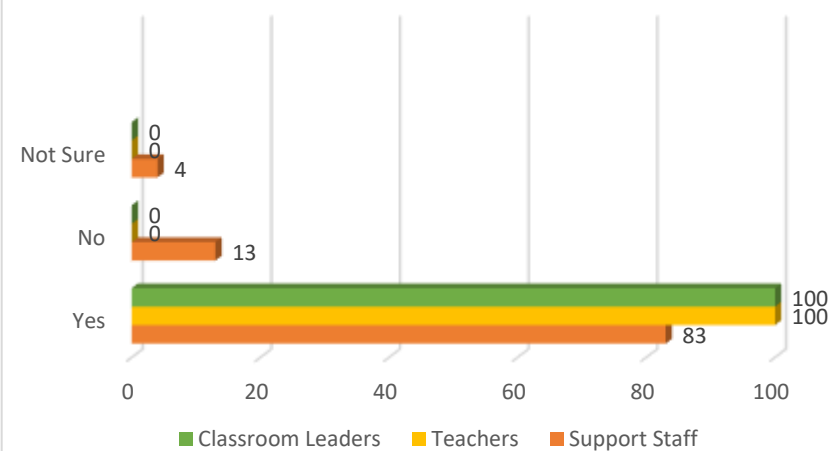
Are you satisfied with the inclusive atmosphere at Parkland School where all students are recognized and accepted for any diversity including gender, ethnicity, sexual orientation, race, culture and specific learning requirements?



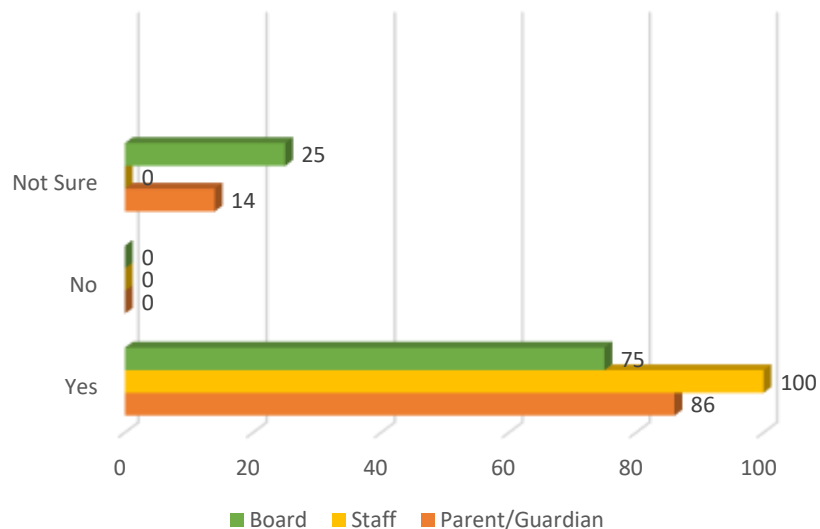
Are you satisfied that learning was improved for students as a result of consultant support services?



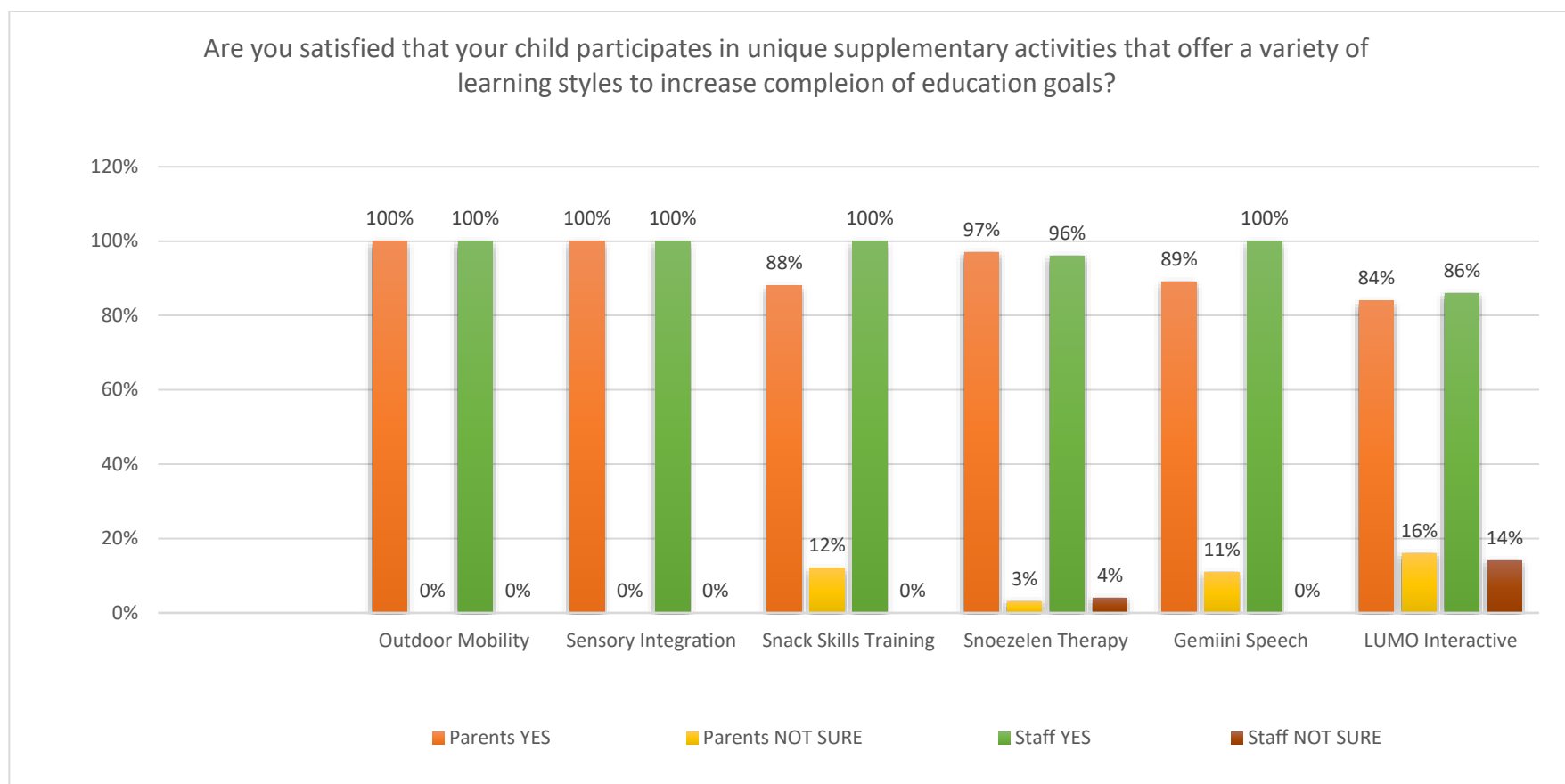
Are you satisfied with the Indigenous teaching/activities provided by the school for students and staff?



Are you satisfied that Parkland School supports First Nations, Metis and Inuit students in our quest to provide inclusive education to all?



NOTE: Learning Supports outcomes based on survey results from 37 parents, 28 staff, 4 Board members. See Annex for required Alberta Education Assurance Measures.



KEY INSIGHTS – Learning Supports

- Consultant Services re: AISCA Expanding Capacity and Learning Supports (ECLS), Central Alberta Low Incidence Cooperative (CALIC) and through the Provincial Low Incidence Support Services (LISS): 4 respondents were not sure due to the start-up phase being held up due to the pandemic and no in-person meetings with professionals.
- Consultants:
 - Danille Hamelink (Vision) saw 13 students (12 visits)
 - Jocelyn Glover (PT) saw 12 students (4 visits)
 - Sharleen Sulzly (OT) saw 4 students (2 visits)
 - Wendy Quach (CCN) mentored re: communication (3 visits)

- We are waiting for a new LUMO machine with more options to serve our children with more diverse needs better.
- More work needs to be done to explain to all stakeholders our commitment to supporting First Nations, Metis and Inuit students while including all students in the study of their culture (see FNMI section next).
- Supplementary learning experience surveys reflect better knowledge of these and their use to expand knowledge.
- Teacher Comments:
 - Happy to see more experts visiting our students.
 - The current LUMO machine does not meet the needs of all students in wheelchairs.

HOW WE SUPPORT THE FNMI (First Nations, Metis and Inuit) POPULATION AT PARKLAND SCHOOL:

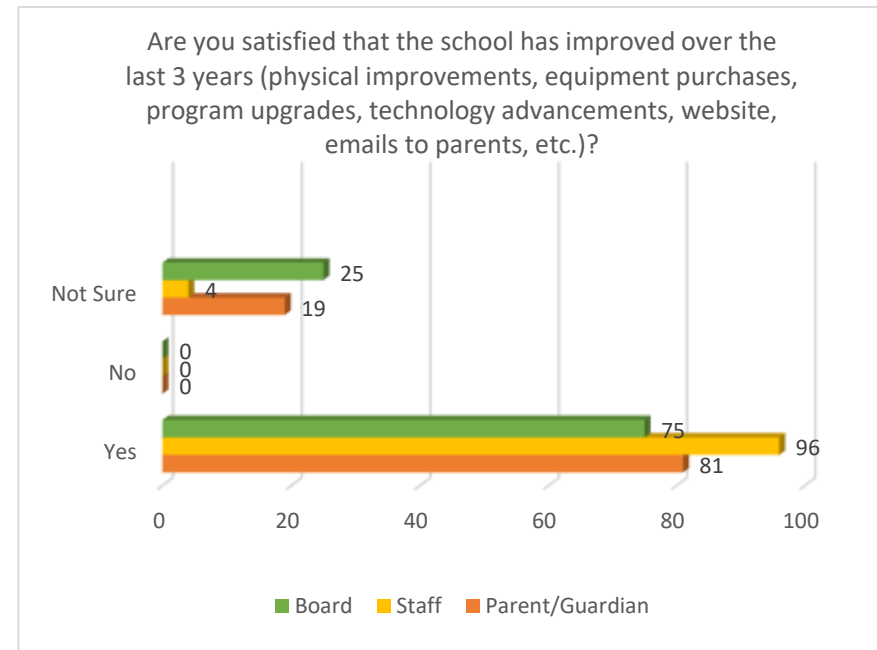
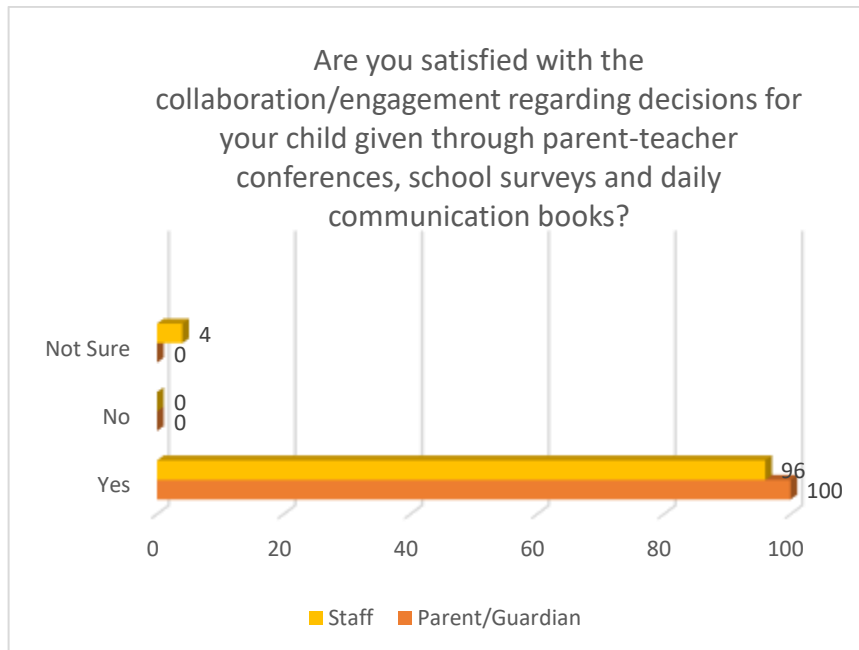
- ❖ Observing the National Truth & Reconciliation Day in September
- ❖ Displaying local artist Pamela Hayward's (PDH Art) Indigenous artwork in the showcase throughout the year and in the hallway all year
- ❖ Participating in a teepee raising ceremonial event in the spring each year
- ❖ Wearing orange for Orange Shirt Day
- ❖ Pamela Hayward makes bannock and bannock related snacks throughout the year to share with the staff and students
- ❖ The PCLASS office offers traditional bannock during the teepee raising ceremony
- ❖ The Elders come and perform a ceremonial song to bless us and the teepee once a year
- ❖ Observing smudging ceremonies as staff/students need or request throughout the year
- ❖ Staff have all taken a 2-day Reconciliation Course for Professional Development to raise awareness and inform us all of the dark history and best practices for moving forward
- ❖ PCLASS has created two beautiful spirit poles on the back property for all to honor
- ❖ Observing the National Indigenous People's Day celebration in June



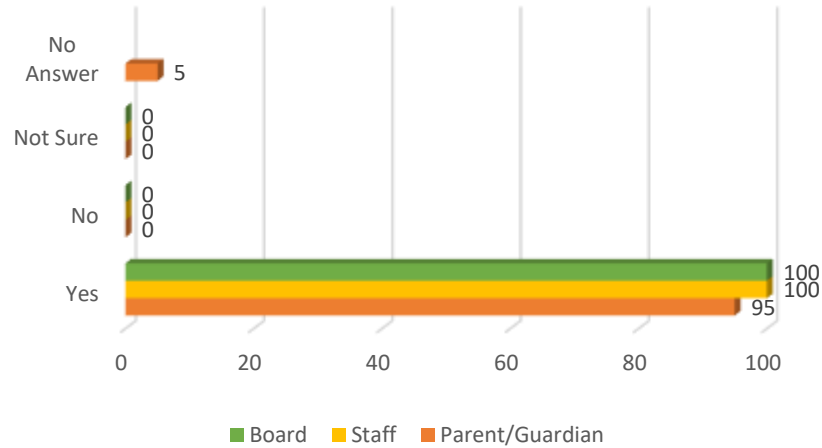


GOVERNANCE

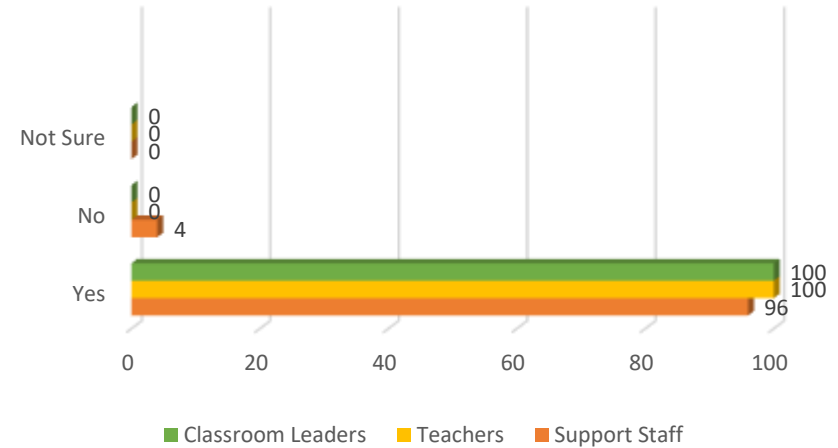
Goal 4: Parkland School policies meet Alberta Education legislative, regulatory and policy requirements.



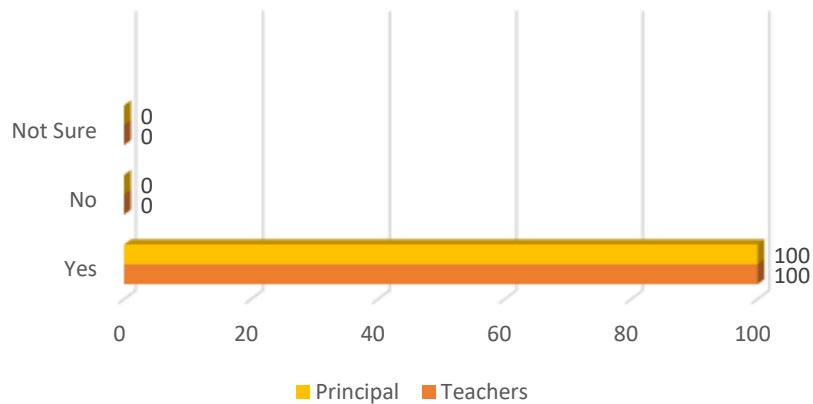
Are you satisfied with your accessibility to the Education Plan and the Annual Education Results Report that are available on request at the school office or via the website (parklandschool.org)?



Are you satisfied with the opportunity to engage in Professional Development Activities?



Are you satisfied with the direction/assistance received in completing your Professional Growth Plans?



- Outcomes based on survey results from 37 parents, 28 staff and 4 Board members.
- 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, Central Alberta Low Incidence Cooperative, and the Provincial Low Incidence Support Services mentorship) to provide students with consultation and assessment services from professionals in the areas of PT, OT, Vision and CCN.
- Surveys were developed for staff and Board members for 2022/23 and will be ongoing once a year in June to gain more data for our results reporting.
- We will continue to send out an email in Sept to all stakeholders regarding summer renovations and improvements. Parents are much more knowledgeable since starting this practice.
- We continued to work on the Alberta Education Action Plan deliverables this term.
- There are significant changes coming in the 2023/24 school term. As part of our AOP (Annual Operating Plan) approval on June 30, 2023, we will be implementing the Restructuring Plan to fully embrace the Alberta Programs of Study new curriculum. Certificated Teachers and Principal roles will be updated to provide enhanced instruction and greater opportunities for student achievements and growth. We look forward to our new and improved “makeover”!

BUDGET SUMMARY & RESULTS

Anticipated Budget 2023-2024

Based on the 2023 anticipated enrolment of 29 (27 funded) students for the 2023-2024 school term, the projected operational funding under the new funding framework from Alberta Education is \$803,387.00. This figure includes funding from basic, severe, community supports, classroom complexity, plants/maintenance, First Nations, Metis and Inuit, transportation and system administration grants. Bridge funding (re: Covid-19) was discontinued.

The ratio of anticipated expenditures is expected to be more than 2022-2023 due to a possible rise in staff wages due to a new collective agreement from the Union in 2023-2024 and the hiring of 2 new Certificated Teachers to achieve compliance with Alberta Education Regulations.

Facility improvements are ongoing and may include roofing and any body work/maintenance on buses in the summer of 2024.

EXPENDITURES 2021-2022

✚ On instruction =	77%
(\$1,000,930)	
✚ On administration =	10.6%
(\$137,996)	
✚ On transportation =	2.0%
(\$25,078)	
✚ On operations + maintenance =	10.4%
(\$135,095)	
TOTAL:	100% (\$1,299,099)



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 2022/2023

Funds received from Alberta Education for the 22/23 school term were \$772,229.00 minus funding adjustment of \$23,954.00 = \$748,275.00. 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 (certificated 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/22 (disinfectants, hand sanitizer, air purifiers/filters)
- Internet charges
- Maintenance (equipment, supplies, repairs)
- Facility improvements (extensive indoor painting, deck repairs and outdoor painting improvements)
- Outside services (electricians, plumbers, janitors, yard maintenance, playground repairs)
- Food (snack skills training)
- 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 (served in classroom cohorts)
- New Smartboard and hard drive for the Advanced classroom

CAPITAL AND FACILITIES PROJECTS RESULTS

Indoor painting in all classrooms, gym, kitchen, ball pit room, hallway, entries, quiet room, staff room, and 2 offices, plus outdoor railings, doors and entrances were completed in the summer of 2023. A sea can was purchased for storage in Feb/23 for the cost of \$5791.25.

TIMELINES AND COMMUNICATION

- The Education Plan and AERR documents will be available on our website www.parklandschool.org, once approved.
- The Education Plan and AERR hard copy documents will be available for PCLASS society members and parents upon request at school office, once approved.
- 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 and 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 2022/2023 school term.



ANNEX

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 4493 Parkland School Special Education

Assurance Domain	Measure	Parkland School Special Ed			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	0.0	0.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 4493 Parkland School Special Education (FNMI)

Assurance Domain	Measure	Parkland School Special Ed (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	*	*	n/a	57.0	59.5	59.1	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	71.3	68.0	67.0	*	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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Professional Development for the 2022/23 Term

Oct 21/22	AISCA's New Teacher's Workshop (Edmonton)	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement	All areas of the TQS
Oct 27/22	Calgary AISCA Fall Leadership Day	Governance	Teaching and Leading Student Growth and Achievement Governance	Supporting all areas of the LQS
Oct – June/23	AISCA's "Right to Read" course – all CT's are completing this by June/23	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Nov 24/22	CALIC – Danille Hamelink resources – Session 1: CVI: The Basics & How They Impact AAC Intervention	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Nov 31/22	CALIC – Danille Hamelink resources – Session 2: CVI: Tips & Tricks for AAC Language Intervention	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Jan 13/23	LISS – Wendy Quach videos: CCN Module 1 – Introduction CCN Module 2 – Aided Language Stimulation	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Jan 27/23	LISS – Wendy Quach videos: CCN Module 3 – Getting Under the Arch	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Feb 3/23	LISS – Wendy Quach videos: CCN Module 4 – Communicatively Accessible Environments	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Feb 10/23	LISS – Wendy Quach videos: CCN Module 5 – Descriptive Teaching as an Instructional Strategy	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Feb 17/23	AISCA'S Teacher's Convention - full day	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
Feb 23/23	Ergonomics Training and all staff watched the LISS CCN Videos (5 modules)	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
March 2/23	Occupational Health & Safety Course Renewal	Governance	Governance	Adhering to Legal Frameworks and Policies
March 3/23	AISCA: Mental Well-Being "Addictive Behaviors"	Teaching and Leading	Teaching and Leading	Engaging in Career-Long Learning
Mar 24/23	CALIC – Danille Hamelink live seminar: What in the World is CVI: The Impact of CVI on Learning	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
March 24/23	AHS – Trauma Informed Care (Modules 1 – 3)	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning
June 29/23	AHS – Trauma Informed Care (Modules 4 – 7)	Teaching and Leading Student Growth and Achievement	Teaching and Leading Student Growth and Achievement Learning Supports	Engaging in Career-Long Learning