

**PRIVATE SCHOOL AUTHORITY ANNUAL EDUCATION RESULTS REPORT
2020-2021 FOR PARKLAND COMMUNITY LIVING AND SUPPORTS
SOCIETY (PARKLAND SCHOOL)**

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Parkland Community Living and Supports Society (Parkland School) for the 2020-2021 school year was prepared under the direction of the Parkland Community Living and Supports Society Board of Directors in accordance with the responsibilities under the *Private Schools Regulation and the Education Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the private school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Annual Education Results Report for 2020/2021 was approved by the Board of Directors of Parkland Community Living and Supports Society on November 25, 2021.

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.

CONTEXTUAL INFORMATION

Parkland School is a Designated Special Education Private School located in Red Deer, Alberta.

The total school enrollment fluctuates from 25-30 students aged five years eight months (5.8) and nineteen (19) years (as of September 1). Parkland School enrollment consists of students with severe disabilities including developmental, physical and medical issues. The special emphasis at Parkland School is prioritized learning in literacy and numeracy, life skills, liberating technology, video-modelling speech, reading, self-help and socialization, vocational/leisure training and sensory integration. Communication is the number one priority for all students, verbal or non-verbal.

TRENDS AND ISSUES

TRENDS ARE:

- *The use of at-home learning when faced with school closures due to pandemic situations. This means offering daily virtual classes for students or providing alternatives to those classes such as print-based materials, provision of resources and phone calls to parents/caregivers in order to aid in the continuation of teaching directed at the IPP goals specified for each student.
- *At-home learning in the virtual platform will include literacy, numeracy, Advanced classroom learning, physical movement and sensory integration techniques for home use.
- *The development of an effective model to assess students while in at-home learning situations through the use of teacher partnerships where the teacher delivers the virtual lessons and the partnering teacher assesses the students on-line for compliance/progress on specific IPP goals. Print-based materials and resource materials will be delivered and collected by administration staff and assessments will be conducted through phone calls with parents/caregivers on a regular basis by the teachers.
- *The use of precautionary measures if students return to school during a pandemic situation (these precautions will include the use of digital thermometers for temperature checks, extensive cleaning of equipment and classrooms throughout the day, use of hand sanitizers for all each time they enter or leave a classroom, floor signage to keep students and staff moving in the right direction to enter and leave spaces and maintain physical distancing at all times, the use of cohort groups to discourage mixing of classroom groups, no group activities such as assemblies or parties, no community outings and no visitors to the school unless absolutely necessary).
- *The use of GEMIIINI on-line video-modelling system for speech, language, reading, socialization and life skills (unlocking Phase 2 of Gemiini provided 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 literacy, numeracy, social and basic skill development, both cognitive and motor-related for all students.
- *The use of iPads to utilize games, music and relaxation apps for leisure.
- *Serving more students with multiple disabilities and high medical needs/issues.
- *Serving more students with high behavioral issues – some requiring two aides due to the severity of their issues, individual spaces to provide security and safety for all and a place where learning can take place for those students who cannot tolerate group interaction.
- *The use of Interactive Flat Panels and the internet as an expansive educational resource.
- *The need to provide at-home learning opportunities to students whose parents are not comfortable with the return to school during the pandemic.

ISSUES INCLUDE:

- *Finding a way to deliver the virtual classes to the most students possible while working with parents and residential staff situations.
- *The unionization of school employees resulting in a pay grid system in the collective agreement.
- *A new collective agreement to be released in January, 2021.
- *Having to fundraise to sustain the unique programs we offer.

ANTICIPATED CHANGES

- Zoom meetings with students/parents/guardians/residential staff and at-home learning packages will be used for education options if there are school closures or if the students are at home due to isolation/parent choice. We will also use Zoom meetings for meetings with Alberta Education, parent-teacher interviews for parents/social workers/guardians not able to physically attend, student case conferences involving many team and community members and virtual celebrations in the future.
- On-line resources/links are now available on the school website for parents to utilize during the COVID-19 school closure. These resources will be expanded/updated into the future to aid the parents with at-home activities year round (we can monitor the use of these resources according to visits to the site).
- Teachers will continue to expand usage of IFP (Integrative Flat Panels – second generation Smartboards) for teaching and video-modelling.
- Teachers will continue the use of GEMIINI on-line program for literacy, numeracy, speech, signing, socialization and life skills for all students three times per day in classes and over the lunch period.
- The utilization of the new AISCAs initiative where community consultants will visit a few times per year to review current student practices (formerly put in place) for effectiveness and the provision of updates as necessary.
- The use of a virtual reality program to offer all our students immersive experiences that will provide them with a way to engage with the world in ways never thought possible. The expansive library of experiences will provide increased knowledge as well as excitement, thrills and stress reduction through meditative calming experiences. It will be so exciting to launch a new and innovative program for all the students by January/21!

HIGHLIGHTS

- The improvement in student cognitive skills (receptive communication) due to the use of the Gemiini on-line, video-modelling program offered three times per day.
- The steady rise in skill development/improvement on IPPs and annual assessments.
- The expansion of the e-mail system to communicate with all parents, guardians and residential supervisors about on-line classes, resources and pertinent school information was very effective.
- The commitment of staff and students to follow all the Covid-19 regulations for the safety and health of all was stellar.
- The mobility path and outdoor recreation/mobility class proved to be a great success in providing the students with a renewed excitement for play and exercise each day.
- The changes made in extended class times was beneficial to all by reducing the amount of transitions during the day.
- The extensive help from Alberta Education in the updating of our policies and systems.
- The dedication of parents and community members with our fundraising efforts.
- The improvements made to our school environment through the use of donations and fundraising revenue.
- The ability of the students to embrace the new reality and show gratefulness for the activities still available to them was truly inspiring.

FUTURE CHALLENGES/PRACTICES

- to implement the new AISCA initiative to provide community consultant services for our students as often as possible
- to refine the at-home learning platform to suit all students and their unique circumstances
- 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 provide sensory integration practices to every student on a daily basis
- to continue to purchase Gemini on-line program and other subscription software/licenses on an annual basis for all students
- to work within the new funding model to maintain the integrity of our unique programming
- to continue to fundraise and receive donations in this downward economy
- to continue to provide the adequate staff to student ratio needed for success and safety of all students
- 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 enhance Smartboard learning by purchasing the necessary apps and paying annual fees
- to continue to invite our aboriginal Elders (post Covid), to provide our students with activities (drumming circles, teepee raising, dance demonstrations, talks) and provide education and enlightenment to our staff at our annual conference (as per TQS)
- to offer effective learning sessions at our annual staff conference and utilize training from community services and professionals to improve the staff knowledge base regarding our student disabilities and capabilities (as per LQS)
- to use our Gemini on-line program to provide more sessions on socialization and self-help skills during our lunch period (as per TQS)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	0.0	*	*	*	n/a	*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	0.0	*	*	*	n/a	*	*	*			

Commentary on Results

- No results as Parkland School students do not participate in provincial achievement tests due to severe cognitive disabilities.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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	*	*	*	n/a	*	n/a	n/a	n/a	n/a			
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	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	n/a			

Commentary on Results

- One student graduated in June, 2021.
- Two students moved away (Jan/21 + June/21).
- One student passed away in Nov/20.
- One student returned to public school in Jan/21.
- One student changed schools in June/21.
- Our students are not eligible for scholarships.

Local Outcome: Students demonstrate achievement and success with completion of Individual Program Plan (IPP) goals.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Percentage of students completing goals and improving skills identified on their Individual Program Plans (IPP).	SCHOOL INFO 88%	SCHOOL INFO 100%	SCHOOL INFO 100%	SCHOOL INFO 96%	SCHOOL INFO 96%	BASED ON 5 YR AVG 96%				96%	97%	98%

Commentary on Results

- The 2020 target of 95% was exceeded at 96.3%. Every student except one improved/completed several goals on their IPPs.
- The use of Smartboards gave the teachers far more resources than ever before to focus on specific goals in their program delivery.
- All students continued their sensory integration load-up routines daily, resulting in more focus and calmness in their other classes.
- The practice of “student brain-storming” during monthly classroom meetings allowed all classroom staff to focus in on one student per month. They have the opportunity to offer suggestions/ideas and strategic input into program delivery to help the child improve on specific goals.
- All IPPs were undated in January and goals were finalized by the end of May.

Continuing Practices linked to results

- IPP treated as a working document and revised/edited as necessary to keep goals current and achievable
- renewal of annual subscriptions to Gemiini, Starfall, Smartboard Learning Suite, and Education.com
- two School surveys per term for caregiver/parental input into the goals presented and suggestions for additional goals
- monthly criterion testing on individual goals

Local Outcome: Students demonstrate progress on their annual criterion-based assessments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: 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 79%	SCHOOL INFO 90%	SCHOOL INFO 100%	SCHOOL INFO 86%	SCHOOL INFO 96%	BASED ON 5 YR AVG 90%				90%	91%	92%

Commentary on Results

- The 2020 target of 86% was exceeded at 96%.
- Class times were adjusted from 30 to 45 minutes to give the students more time with the teachers and accommodate students’ needs for the reduction of transition times.
- Primary and Secondary students were given their own timeslot for classes in Literacy and Numeracy instead of joining other cohorts. This resulted in more individualized content for these students.
- The Gemiini on-line program was offered during the lunch hour to emphasize social and self-help skills.

<ul style="list-style-type: none"> Improvement was reported in reading comprehension and sight word recognition. Switch toys were utilized in the Secondary classroom resulting in student improvements in problem-solving, eye contact and choice-making skills. Citizenship skills increased in the Advanced classroom as a result of many initiatives taken on due to the lack of any community awareness outings. Students enjoyed the Starfall app and were able to interact with it on the smartboards to gain greater literacy and numeracy skills. In Math class, an increased usage of manipulatives for hands-on learning greatly improved the students' fine motor skills. Success was then noted in tracing, cutting, gluing, sorting and pencil grasp with less verbal prompting/help from the aides. Students were exposed to a variety of experiential activities through on-line and community-based learning platforms. All students showed improvement in engagement with peers, friendship bonds and sharing due to the frequent isolation of students in their own cohorts.
<p>Continuing Practices linked to Results</p> <ul style="list-style-type: none"> a four month period to complete the annual student assessments to ensure fair and honest results in all areas no-tolerance sickness policy increases the percentage of students able to attend more regularly and gain overall skill development Gemiiini use during lunch hour (self-help and socialization video-modelling sessions) Starfall app use in Language/Reading and Math/Fine Motor classes

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.0	95.0	*	*	94	93	n/a	n/a	n/a	93	94	95

<p>Commentary on Results</p> <ul style="list-style-type: none"> The 2020 target of 91% was exceeded at 94%. Due to Covid restrictions, our students were unable to engage in community activities where there are many opportunities to practice citizenship. The Advanced classroom did research into the history of the City of Red Deer and the “ghost” statues. Thank you letters are sent out to the generous people who donate funds or used items to the school. The Advanced classroom initiated zoom parties with the Primary and Secondary classrooms and fun was had by all. The students in the Advanced classroom decided to adopt the neighborhood hare and named him “Bean”. They did research on hares and provided the school with suggestions on what to feed him and other interesting facts about rabbits. They also studied butterflies and participated in a “grow and release” program. All classrooms participated in a program to “Feed the Hungry” where every picture colored and submitted equalled meals for the needy. <p>Continuing Practices linked to Results</p> <ul style="list-style-type: none"> collecting and taking recycled materials to the city drop-off sites saving pop tabs for the Elks Club of Red Deer collecting and taking all dead batteries to the collection site regularly practicing composting and using the compost on our garden each Spring students take part in the maintenance of our school grounds by snow shovelling, use of the push mower, picking up trash, planting and weeding the garden and reporting any equipment issues to the office

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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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	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	n/a			

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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	*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18.	*	*	*	*	n/a	n/a	*	*	*			
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	n/a			

NOTE: ALL PARKLAND SCHOOL STUDENTS HAVE SEVERE DISABILITIES 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).

Local Outcome: Self/guardian-declared First Nations, Metis and Inuit students are respected for their diversity

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
<p>LOCAL: FNMI students are given opportunities to engage in activities presented by PCLASS or community organizations to further their knowledge of indigenous culture.</p> <p>LOCAL: Teachers utilize resources to help other students understand the FNMI cultures.</p>	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a Covid	BASED ON 5 YR AVG n/a				n/a	n/a	n/a
	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	BASED ON 5 YR AVG n/a				n/a	n/a	n/a

*new local outcome to be reported on in 2021

Commentary on Results

- Due to Covid restrictions, the students were unable to attend any events this year. Our teepee also remained in storage due to physical distancing issues.
- We still continued to use our educational supplies and technology to offer indigenous information to the students.
- The entire school took part in Canada’s National Day for Truth and Reconciliation by wearing orange shirts and coloring pictures that were displayed on the fence at PCLASS.
- Bannock was made for snack class and topped with homemade jam made from berries from our garden.
- Indigenous films on Disney+ are enjoyed by all.
- Aboriginal Day in June was celebrated by baking bannock and recognizing our indigenous students.
- We 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
 - movies
 - language CD (Cree)
 - teepee raisings/activities
 - cultural food preparation in Snack class
 - cultural videos
 - Orange shirt day
 - talks with Elders
 - art supplies for crafts (beading)
 - show and tell opportunities
 - information from social workers on accessible/appropriate resources
 - aboriginal day celebration in June

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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.	70.8	53.4	n/a	*	*	n/a	n/a	n/a	n/a			

Commentary on Results

- 2020 AB ED results were suppressed due to less than six respondents.
- School surveys reported 91% of parents were satisfied with the opportunity for students to receive a broad program of studies including language, reading, math, snack program, life skills, technology, physical education, pre-vocational and community awareness.
- Walker training/mobility was incorporated into everyday class times for the students in the Primary and Secondary classrooms.
- The Sensory Integration program expanded to offer more stretching, mobility and heavy muscle work.
- Modified programs/environments were offered to students struggling with severe autism to reduce anxiety and help them achieve their goals.
- Homeroom teachers continued to teach all afternoon classes in arts+crafts, life skills, physical education, computers, shopping and recreational/leisure pursuits.
- Low-tech communication solutions (Boardmaker/real picture schedules/albums) were used with some students while iPads, technical talkers and iPhones were used with others to offer them the opportunity to make choices and communicate their wants and needs to others.
- Bi-annual surveys were utilized by parents to express any concerns/suggestions they might have about the programming and quality of education at the school. These suggestions were discussed at parent-teacher interviews or with teachers/Director throughout the year.
- Gemiini programming was utilized three times per day to improve receptive/expressive language, self-help and socialization skills for all students.
- More socialization, sportsmanship and play skills were taught in Junior, Senior and Advanced outdoor recreation/mobility class each day.

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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Number of students being served by sensory integration OT/PT partially funded by CARCSD funds through AB ED). LOCAL: Number of students being served by Gemiini Speech Program.	SCHOOL INFO 31 30	SCHOOL INFO 27 28	SCHOOL INFO 15 26	SCHOOL INFO 12 28	SCHOOL INFO 0 28	BASED ON 5 YR AVG 17 28				n/a	n/a	n/a

Commentary on Results

- The 2020 target of 28 students served by a sensory OT was not met due to the discontinuation of funding. The 2020 target of 28 students served by the Gemiini program was met.
- All students continued their sensory integration training each day with the same diligence as before with the help of our experienced sensory trainer.
- We became a member of AISCA this year and will be participating in their new program next term to have community consultants make visits to the school several times per year.
- Exposure to the many resources that Gemiini has to offer was extended into the lunch hour periods. The yearly subscription was paid for by donations and fundraising funds.
- Students utilizing weighted vests, move n sit cushions, fidget toys and resistance bands experienced further improvement with focus and attention during academic classes.
- Some students that started heavy muscle work started to seek it more often by showing enthusiasm for floor scooters and medicine ball exercises after experiencing the positive impact on their well-being and improved body awareness (proprioception).
- The effect of the stretching program in the Sensory Gym has shown results in better mobility and strength in some students.
- Some students continued to improve their expressive language skills with more words/phrases due to more exposure to the Gemiini program (cumulative effect).

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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: 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 83%	SCHOOL SURVEY 63%	SCHOOL SURVEY 74%	SCHOOL SURVEY 85%	SCHOOL SURVEY 65%	BASED ON 5 YR AVG 74%				74%	75%	76%

Commentary on Results

- The 2020 target of 80% was not met with a disappointing 65% on school surveys. This was partially due to the funding cut but has been an ongoing issue for several years now.
- As discussed earlier, our membership in AISCA will now provide us with local therapists as part of the new initiative.
- Students continued to be served by the Public Health Nurse for inoculations, Glenrose, Stollery and Children’s Hospitals for seating and medical concerns.
- Several students used their own iPads for communication/leisure pursuits/calming strategies this term. Parents were able to program these iPads with the child’s personal preferences and they were most useful for the students while in school.
- Our students continued to use school iPads for educational purposes, leisure pursuits (music/games), and communication.
- The parents that were still receiving services for home therapies shared the information with the school in order for us to help with any therapy that could be carried out during the day to help the student.
- Sensory integration activities were used in the classrooms as well as the gym (heavy muscle work, ROM movements, foot baths, lotion rubs, vibration therapy and weighted vests) depending on the recommendations for each student.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Number of students in the GEMINI program. LOCAL: Percentage of parents satisfied with student access to liberating technology programs (iPads, Smartboards, laptops).	SCHOOL INFO & SURVEY -	SCHOOL INFO & SURVEY -	SCHOOL INFO & SURVEY 26	SCHOOL INFO & SURVEY 26	SCHOOL INFO & SURVEY 26	BASED ON 5 YR AVG 26				27 86%	28 87%	29 88%

Comments on Results

- The 2020 target of 26 students served by Gemini was met. The 2020 target of 86% for parents satisfied with student access to liberating technology programs was not met at 76% due to eight “no answer” replies on the surveys.
- We continued the use of Smartboards, iPads, laptops and students’ personal tablets to enhance skill development for all students.
- The Language teacher conducted a weekly class using all the classroom iPads to teach the students/aides how to make the best use of them for learning/leisure.
- Classroom teachers used their classroom iPads to help with communication, to provide exposure to learning apps, as well as leisure skills such as music and games.
- The Smartboards were used extensively in academic classes to enhance the curriculums and spark excitement in the students for literacy and numeracy skill development. The students were especially excited to be able to interact with the smartboards while learning concepts.
- The Advanced classroom teacher was able to utilize the smartboard for many activities in her program as the students in her classroom are very tech savvy and able to use many more applications for learning. Technology in this classroom holds the attention of all the students with the exception of a couple with severe autism that are uneasy with technology in general.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Percentage of parents satisfied that IPP goals are being clearly communicated as learning expectations for their child. LOCAL: Percentage of parents satisfied that school staff are helping their child achieve IPP goals.	SCHOOL SURVEY 94%	SCHOOL SURVEY 95%	SCHOOL SURVEY 87%	SCHOOL SURVEY 77%	SCHOOL SURVEY 97%	BASED ON 5 YR AVG 90%				90% 94%	91% 95%	92% 96%

Commentary on Results

- The 2020 targets of 90% and 93% were both exceeded at 97%.
- All parent-teacher interviews were completed by telephone/zoom meeting this term.
- Zoom meetings have been very effective in bringing guardians and other parties to the interviews.
- Our parents had the opportunity to express their thoughts about the IPP goals through the surveys sent out in January and May each term.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
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.	100.01	100.0	n/a	*	*	n/a	n/a	n/a	n/a			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	77.8	68.1	n/a	*	*	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.	66.7	75.0	n/a	*	*	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.	75.0	35.7	n/a	*	*	n/a	n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.7	81.6	n/a	*	*	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	100.0	n/a	*	*	n/a	n/a	n/a	n/a			

Commentary on Results

- 2020 AB ED results were all suppressed due to less than six respondents.

Safe at school

- School surveys reported 91% due to three “no answer” replies.
- Students were supported by specialized student aides and closely supervised at all times.
- All staff members were given the opportunity to receive free flu shots.
- All staff members reviewed school policies regarding medical and evacuation emergencies.
- All staff members took mandatory recertification training in Medication Administration, Aboriginal Training and Covid preparation.
- A fire inspection was completed in November, 2020 with satisfactory results and a health inspection was completed in March, 2021 with satisfactory results in accordance with Alberta Education regulations.
- All fire extinguishers were updated/replaced on the annual inspection date.
- The school no-tolerance policy regarding student illness was utilized to protect our medically fragile students and manage pandemic situations.
- Our contracted landscaping company continued to clear sidewalks of snow, mow lawns and trim trees for safety all year round.
- All Sensory Gym equipment was inspected and maintained (tension springs and carabiner, etc.)

- The PCLASS maintenance crew was available to fix any equipment posing safety threats in the school or on school property.
- Two of our staff members sat on the Occupational Health and Safety committee for PCLASS.
- PIPA (Privacy Principles Policy) remained in full force with the Principal in charge.
- Student conduct and behavior was focused upon using sensory integration techniques/procedures for student improvement.
- Private environments and planned breaks for students with severe autism proved to be very successful in improving their abilities to cope with sensory overload/issues throughout their school days.
- The suspension and expulsion policies remained in force if needed.
- The buses were inspected as per regulations and necessary repairs took place as needed on a regular basis.
- Only bus drivers with Class 4 licence and S-endorsement certification were allowed to drive buses and completed mandatory inspections of the bus each day before usage.
- Bus riders were on our bus and Action buses for safety of the students.
- Bus transportation was cancelled on days where the temperature was -30C or colder.
- Transportation of students in wheelchairs by Action Bus was continued to lessen the risk for these students on colder days due to reduced number of students transported in their buses and much shorter routes.
- All furnaces were kept in good repair. Annual inspections were completed on backflow devices, the fire box system, and smoke detectors.
- Staff members continued to complete monthly inspections of all equipment and buses.
- Lockdown and fire evacuation procedures were practiced throughout the year as per Alberta Education regulations.
- All full-time staff continued to have a health and wellness benefit plan to ensure that they are able to stay home when ill.

Overall quality of basic education

- School surveys reported 97% (one “no answer” reply).
- All IPPs were revised to utilize long term goals from Alberta Education’s Programs of Study.
- Teachers completed Professional Growth plans in compliance with Alberta Education (TQS).
- We offered basic education in literacy, numeracy, and physical education.
- Three certified teachers taught literacy and numeracy to the students.
- Beyond the academic learning, the school offered unique programs to all the students to provide more skill development. These programs added much needed holistic treatment for our students to live a well-rounded life now and in the future. Snoezelen therapy, sensory integration, Gemiini on-line, video-modelling lessons, snack program, mobility training, music appreciation and movement, pre-vocational skill development, community awareness, recreation, socialization skills training, play skills and all important basic life skills were all incorporated into the busy days at school (unless restricted by Covid-19 regulations).

Students successful at work when they finish school

- This question is not on our school surveys as the majority of our students will not be in the labor force once they graduate.
- Our pre-vocational program for the students in the Advanced classroom is generally carried out in the school and in the community with students learning the basic skills involved in having a job responsibility. Students start with jobs in the classroom, delivering mail to the office next door, and helping with the recycle program. The students then progress to community pre-vocational training which includes grocery shopping for the snack program, taking recycle materials to the bottle depot and the recycle center, and purchasing needed items for the school at different venues around the city. The next step was the volunteer program once per week at a chosen location with a trainer. This process will continue post pandemic.

Skills necessary for lifelong learning

- Skills practiced for lifelong learning for our students involved improvement of basic life skills, communication and community awareness/sense of belonging. By providing these skills to our students, they will be able to access the services of community bridgers, caregivers and adult social groups in the future to lead a productive and happy life.
- For students capable of higher education or adult placement at Cosmos, the Advanced teacher would discuss the options with the parent/caregiver and arrange for applications/tours/advice from the Red Deer College or Cosmos for that student.

Parental involvement in decisions

- School surveys reported 97% with one “no answer” reply.
- Discussions were completed with parents calling the Director with issues/suggestions/ideas.
- Communication books were utilized for communication between home and school each day.
- Phone calls were made by teachers if any PRN medications were needed or they had questions about the health of the student.
- Parents received incident reports if there were any injuries/behavior incidents at school.

School improved or stayed the same in last 3 years

- School surveys reported 76% due to two “no” and 6 “no answer” replies.
- There has been little or no presence of parents in the school for over a year, so it is understandable that they had a tough time answering this question.
- An email was sent to the parents in Sept/21 discussing all the improvements/changes in the school environment.
 - New flooring was installed in the hallway, bathrooms, kitchen and entry ways.
 - Air purifiers were purchased for all classrooms, kitchen and offices to comply with clean air requirements throughout Covid-19.
 - Thermometers were purchased for each teacher to take daily temperatures of students and staff re: Covid-19 regulations
 - Four new garden benches were bought and filled with sporting equipment for easy access during outdoor classes and play periods.
 - A new front gate was installed.
 - A new dishwasher was installed in the kitchen.
 - Hallway bathrooms were renovated and updated to accommodate single usage with deadbolt locks for privacy.
 - An Earthing Garden was developed in the playground area with moss/sand/river rock/flower boxes, birdhouses, wind chimes and water play for the ultimate barefoot experience to generate good health and peacefulness.
 - Virtual Reality equipment and subscription was purchased to start this new program next term.

Parent comments on school surveys:

- ✚ This year has been great communicating between the home and school, which has been beneficial with being on the same page.
- ✚ Working with the school to ensure approaches are the same has proven to make a difference. It’s been great having open, positive communication.
- ✚ CD really looks forward to coming to school and the open communication has been great.
- ✚ I would love to see some additional funding provided to Parkland School from the government. They work so hard and have an excellent program that would only be excelled by more funding.
- ✚ Seeing much more communication from SH.
- ✚ A huge thank you to Monica Lawes for taking on zoom learning opportunities.
- ✚ Even with Covid changing everything, awesome job from everyone!
- ✚ Awesome program – JR has profound mental and physical challenges and Parkland staff and program are able to give JR an unmatched delivery of service and care. Well done!
- ✚ Emails and school website are greatly improved and appreciated.
- ✚ We are satisfied with overall learning, especially on-line class.
- ✚ No questions or concerns at this time – looking forward to meeting for parent-teacher interviews.
- ✚ I have not seen any occupational therapy documentation. I do like the improved question format.
- ✚ TP making a variety of new sounds.
- ✚ JV has been doing amazing at home. It’s still early for everything because he just started at Parkland but I am very happy and feel this is the best school for him.
- ✚ JV is happier than ever and talking more.
- ✚ Keep up the good work.
- ✚ So happy to hear about all of SH progress. Thank you for all your hard work!
- ✚ JW is gaining more strength.
- ✚ The school needs renovations – it’s looking old and rundown. Very limited communication regarding therapies.
- ✚ CM always happy these days and very alert but losing some strength in his legs.

The one I responded no to is because I think it would be beneficial to have OT and PT come into the school.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Percentage of parents/teachers satisfied that the school provided emergency learning and skill maintenance during the COVID19 school closure through Zoom meetings and website resources (Nov AERR results).	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO n/a	SCHOOL INFO 79%	BASED ON 5 YR AVG n/a				n/a	n/a	n/a

Commentary on Results

- School surveys reported 79% due to two “no” and 5 “no answer” replies.
- Monica Lawes did two weeks of on-line learning this term when two classroom cohorts were isolated due to close contact.
- The parents of several students were supported with at-home learning kits prepared by the teachers and delivered to their homes every second Friday by the administrative staff. Periods of isolation of students by their parents varied from a few weeks to all year for one of our students.
- We did reach out to Starfall App owners for permission to allow parents usage at home and they graciously agreed. Gemiini also agreed to let us use specific lessons on-line.
- We continued to use emails to keep all parents/residential supervisors/guardians informed of news/events/information we deemed relevant.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Percentage of Advanced classroom students involved in pre-vocational program at the school.	SCHOOL INFO 100%	SCHOOL INFO 100%	SCHOOL INFO 50%	SCHOOL INFO 57%	SCHOOL INFO 60%	BASED ON 5 YR AVG 73%				73%	74%	75%
LOCAL: Percentage of Advanced classroom students involved in the pre-vocational community program.	67%	67%	50%	43%	0% Covid	45%				0% Covid	46%	47%

Commentary on Results

- The 2020 target of 81% was not met due to the changing enrollment of students in the Advanced classroom and their tolerance for the pre-vocational program due to physical, cognitive and behavioural limitations.
- The 2020 target of 63% regarding the community pre-vocational program was not met due to Covid and no community access.

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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Number of businesses and community facilities utilized in pre-vocational, life skills and recreational activities. LOCAL: Percentage of students utilizing school/work placements and community involvement for their education.	SCHOOL INFO 29 100%	SCHOOL INFO 30 100%	SCHOOL INFO 30 100%	SCHOOL INFO 28 100%	SCHOOL INFO 28 0%	BASED ON 5 YR AVG 29 80% Covid				28 0% Covid	28 80%	28 81%

Commentary on Results

- The 2020 targets were not met due to no community access whatsoever due to Covid-19 restrictions.

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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Number of students graduating each year. LOCAL: Number of students applying for placement in the Transitional Vocational Program (TVP) program at Red Deer College or Cosmos Enterprises.	SCHOOL INFO 1 0	SCHOOL INFO 3 1	SCHOOL INFO 1 0	SCHOOL INFO 1 0	SCHOOL INFO 1 0	BASED ON 5 YR AVG 1 0				n/a	n/a	n/a

Commentary on Results

- One student from the Senior classroom graduated this term. The ceremony took place in the school yard and was enjoyed by all.
- This graduate was not eligible for the college program but may be able to attend Cosmos in the future.
- As our student population continues to change, there are more students with severe medical, physical and behavioral challenges. The majority of these students may not be able to attend college or Cosmos Enterprises.

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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Number of inquiries/tours given within the school term. LOCAL: Number of students enrolled.	SCHOOL INFO 25 5	SCHOOL INFO 19 0	SCHOOL INFO 22 1	SCHOOL INFO 9 4	SCHOOL INFO 24 2	BASED ON 5 YR AVG 20 2				n/a	n/a	n/a

Commentary on Results

- The 2020 target of 17 tours/inquiries was not met due to Covid-19 restrictions. The 2020 target of 3 students enrolled was not met as only 2 new students were enrolled this term.
- We continued to work closely with public, separate, and county school jurisdictions as well as NWT and Nunavut governments, aboriginal bands, Jordan’s Principle, Advancing Futures, and social services agencies to offer programming to those students referred to us.
- The school website was redesigned to provide interested parties with current information on 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		
	2017	2018	2019	2020	2021	2021	Achievement	Improvement	Overall	2022	2023	2024
LOCAL: Percentage of parents satisfied with the opportunity to be a board member on the Parkland Community Living and Supports Board of Directors. LOCAL: Number of parents on the Board of Directors.	SCHOOL SURVEY & INFO 77% 4	SCHOOL SURVEY & INFO 54% 4	SCHOOL SURVEY & INFO 85% 4	SCHOOL SURVEY & INFO 85% 4	SCHOOL SURVEY & INFO 76% 4	BASED ON 5 YR AVG 74% 4				74% 4	75% 4	76% 4

Commentary on Results

- The 2020 targets of 76% and 4 were met.
- The Board of Directors continues to have a nice mix of business and community members as well as parents and partners with disabilities.
- The Annual Program Ends Report was presented to the Board at the annual meetings in October, 2020 for approval/compliance. At that time, board members were given the opportunity to ask questions about outcomes, concerns and goals for the future. The report was successfully accepted.

SUMMARY OF FINANCIAL RESULTS 2020-2021

Funds received from Alberta Education for the 20/21 school term were \$680,006 (from Funding Analysis and Analytics, Alberta Education). This figure includes funding from basic, severe, equity of opportunity, plants and maintenance and First Nations, Metis and Inuit grants.

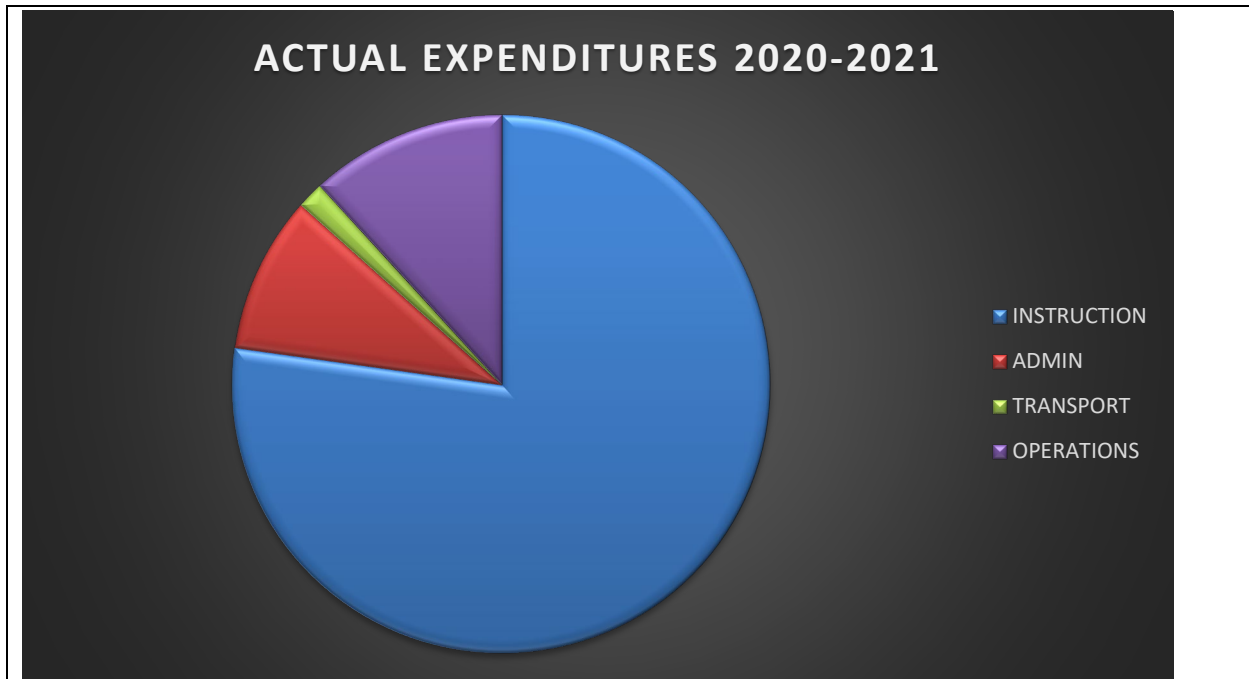
Funds were spent on:

- Staffing (teachers, specialized aides, subs)
- Yearly subscription fees (Gemiini, Starfall, Disney+, Smart Learning Suite for smartboards)
- Equipment (sensory items and equipment, classroom materials, student bus harnesses, furniture, specialized toys, computer software)
- Equipment for re-entry in Sept, 2020 (masks, thermometers, face shields, foggers, floor signage, disinfectants, hand sanitizer, air purifiers)
- Internet charges
- Maintenance (equipment, buses, repairs, snow removal from yard, lawn mowing)
- Facility improvements
- Outside services (electricians, plumbers, janitors, yard maintenance, playground repairs)
- Food (snack program)
- Action bus service fees
- Fuel (buses)
- Administration (office expenses and services – payroll, accounting, staff recruitment and copier lease)

EXPENDITURES 2020-2021

✚ On instruction =	76.3%	(\$769,317)	77.2%	(964,974)
✚ On administration=	10.9%	(\$109,877)	9.4%	(117,658)
✚ On transportation=	1.9%	(\$18,982)	1.6%	(20,141)
✚ On operations + maintenance=	10.9%	(\$110,133)	11.8%	(146,912)

TOTAL: 100% (\$1,008,309) (1,249,685)



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

TIMELINES AND COMMUNICATION

- The EDUCATION PLAN and AERR documents will be available in late May and late November on our website www.parklandschool.org (see specific buttons on home page).
- The EDUCATION PLAN and AERR hardcopy documents will be available in early June and early December for society members and parents upon request. A memo will be sent out to all parents and posted on the website regarding access to this information through the school office. School surveys show that 85% of parents are satisfied with the accessibility of these documents.
- Staff members will be provided with copies to read.
- The Board of Directors of Parkland Community Living and Supports Society will be provided with a link or copies of the documents upon completion.

WHISTLEBLOWER POLICY DISCLOSURES:

- A Whistleblower policy for Parkland School was put in place by November 30, 2014.
- No whistleblower claims were received in the 2020/2021 school term.

