



3 YEAR
EDUCATION PLAN
2024/25 – 2026/27

Parkland Community Living
and Supports Society
(Parkland School)



PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY EDUCATION PLAN



ACCOUNTABILITY

The Education Plan for Parkland Community Living and Supports Society (Parkland School) commencing on September 1, 2024 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*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

PARKLAND CLASS MISSION STATEMENT

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

The Board reviewed and approved the 2024-2027 Education Plan on _____, 2024.

Don Oszli _____ Board Chairman

Monica Lawes _____ Principal

Trudy Lewis _____ Head of School

DATED: _____

OUR 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.

SCHOOL 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 offer an educational program with all students being taught a modified Programs of Study/new 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 a Certificated Teacher and Specialized Student Aide. Supports such as CCN Specialists (Complex Communication Needs), Physical Therapists, Occupational Therapists, Educational Consultants for the Visual/Hearing Impaired, are available to provide assessments, guidance and recommendations for enhanced support for each student on an individualized level.

Each student's program is based upon wellness goals set out in their Individual Program Plan plus report card goals 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.

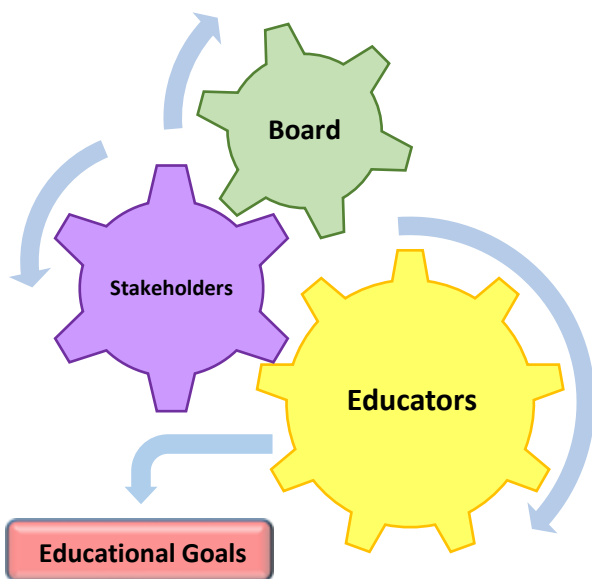
ASSURANCE FRAMEWORK

This Education Plan is comprised of Alberta Education Assurance Measures in five key domains: Student Growth and Achievement, Governance, Teaching & Leading, Learning Supports and Local & Societal Context. Parkland School will implement the education plan priority goals, identify the domains, provide strategies to meet the goals and measures in place to determine progress towards achieving these goals.

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



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



- Parent/Guardian, and Board input surveys
- Annual Board retreat report approvals
- Consultations/Recommendations from consultants (OT, PT, Vision, CCN Specialist)
- Alberta Education feedback
- Teacher and support staff collaborations and surveys
- Certificated staff annual professional growth plans
- AISCA
- Student assessment/IPP goal results/report cards

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

KEY INSIGHTS

Through the analysis of our local data and discussions with our stakeholders, several insights have been highlighted. The areas highlighted through this process are incorporated into our Education Plan. Parkland School's Education Plan sets out several priority goals that encompass both provincial and local objectives. Within these priority areas, we believe:

- ✓ Alberta Education and AISCA continued to support us with up-to-date changes regarding new developments in policy/regulations and Programs of Study.
- ✓ Students attending Parkland School often present with deficits in English Language Arts & Literature and Mathematics, and require significant curriculum modifications and adapted teaching styles to be successful. Purposeful modifications to the Alberta Education Programs of Study are implemented for students working well below their chronological age.
- ✓ Certificated teachers provided students with instruction in English Language Arts & Literature, Mathematics, Science, Social Studies, Arts/Music, and Physical Education and Wellness, from the Programs of Study/new curriculum.
- ✓ Resources and templates were developed for teachers to ensure compliance and consistency with daily lesson/unit and yearly plans.
- ✓ Personalized report cards citing Programs of Study educational goal outcomes were designed for use starting in the 2024-2025 term.
- ✓ IPPs were revised to create individualized goals for the Wellness PLUS domain. Areas of Communication, Independent Skills, Interpersonal Skills and Personal/Social Responsibility goals were designated.
- ✓ The use of the online video-modelling Gemiini program continued to create the upward trend of skill development in receptive and expressive communication for all students.
- ✓ The continuation of teacher/support staff/Board surveys was recognized as being highly informative and created more diverse insights.
- ✓ Consultants from ECLS (Expanding Capacity and Learner Supports), and Central Alberta Low Incidence Education Cooperative provided greater insight into specific strategies for students' various conditions and learning deficits.
- ✓ The change in our annual timetable when our Annual Operation Plan was submitted in June 2023 radically altered our entire system of operation. From timetables to work hours, we redesigned our system to align with the specifications needed to fully embrace the new K-12 Programs of Study curriculum.
- ✓ Certificated teachers, principal and support staff were apprised of their updated job descriptions.
- ✓ The role of technology in the education of students was used in various ways to enhance learning (interactive smartboards, tablets, laptops, LUMO, and Gemiini).



- ✓ The options of communication for parents/guardians/caregivers to participate in parent-teacher interviews (online, in person, phone call) increased the level of attendance and information dissemination.
- ✓ Certificated teachers utilized the opportunity for professional development to enhance skills through the Professional Growth. Support staff participated in a multitude of professional skill trainings throughout the year to ensure the highest quality of service for our students.
- ✓ Certificated teachers were accountable and creative in bringing First Nations, Métis and Inuit culture to their classrooms that were appropriate for the skill level of our student body, through songs, crafting, storytelling, media and tangible items.

ASSURANCE DOMAINS

STUDENT GROWTH & ACHIEVEMENT

Local Goal 1: Parkland School students will demonstrate achievement and growth through the successful completion of individualized program plan, educational and annual assessment goals that focus on English Language Arts & Literature, Mathematics, Science, Social Studies, Art & Music, Physical Education and Wellness, and Wellness PLUS.

Strategies:

- Utilize annual assessment, report card and IPP goal completion feedback to reflect areas of improvement and completion of goals.
- Engage input from parents, certificated teacher and support staff on how to best broaden the program each student receives as it relates to the Alberta Education Programs of Study.
- Ensure that the goals are appropriate, achievable, measurable and timely.

Measures:

- The percentage of students completing educational goals and/or improving skills on their report cards.
- The percentage of students completing goals and/or improving skills identified in their Individual Program Plans (IPP).
- The percentage of students demonstrating advancement on their annual Brigrance/Carolina Curriculum Assessments.
- The percentage of parents/guardians/caregivers/staff/teachers satisfied that the report card regarding educational goals are satisfactory in reporting achievements.
- The percentage of parents/guardians/caregivers/staff/teachers satisfied that the IPP goals presented are satisfactory skill expectations for the students.
- The percentage of parents/guardians/caregivers/staff/teachers satisfied that the student IPP, report card and annual assessment results are communicated at parent-teacher interviews.
- **Provincial Measures:**
 - The percentage of parent and teacher/staff satisfaction regarding achievement and growth.
 - The percentage of parent and teacher/staff satisfaction regarding students modeling active citizenship.
 - The percentage of parent and teacher/staff satisfaction regarding students engaged in their learning at school.



TEACHING & LEADING

Local Goal 2: Through coaching, mentoring and professional development, Certificated Teachers will expand their capacity to meet the needs of their students.

Strategies:

- Certificated Teachers will utilize expanded resources and templates to complete daily lesson, unit and yearly plans plus IPPs and report cards for the students in their homeroom.
- Teachers will consider the needs of their students and set Professional Growth goals to support their skill development in addressing those needs.
- The Principal will support the professional development needs of staff to ensure they have the resources to support the students.
- Teachers will be given information on AISCA conference/courses, CARC offerings and ARPDC to consider as resources in meeting their Professional Growth.
- The Principal will work with the school staff to determine the professional learning needs for the school year.
- Coaching and mentoring of staff will be provided with internal supports as well as external resources such as AISCA, Expanding Capacity and Learning Supports (ECLS), and Central Alberta Low Incidence Collaborative seminars/presentations.
- Teachers will list their professional development activities on their Professional Growth Plans and annual evaluations.

Measures:

- **The percentage of teachers satisfied with the templates developed for daily lesson, unit and yearly plans.**
- **The percentage of teachers satisfied with the IPP format.**
- **The percentage of teachers satisfied with the report card system.**
- **The percentage of parents and teacher/staff satisfaction that students receive a broad educational program of studies including English Language Arts & Literature, Mathematics, Science, Social Studies, Art/Music, Physical Education and Wellness.**
- **The PD plan template completion for the AERR.**
- **Principal tracking the successful achievement of Teachers' Professional Growth Plan goals and reporting on annual evaluations.**
- **The percentage of certificated teachers satisfied with direction/assistance for completion of their Professional Growth Plans.**
- **The percentage of teachers satisfied with the opportunity to engage in Professional Development Activities.**
- **Provincial Measure:**
 - **The percentage of parents and teacher/staff satisfaction regarding overall quality of education.**

LEARNING SUPPORTS

Local Goal 3: Certificated Teachers are accountable and creative in the teachings of FNMI culture in ways that are child friendly and appropriate for the skill level of the student population.

Strategies:

- Observation of the National Truth and Reconciliation Day in September each year.
- Displaying of our local artist's (Pamela Hayward) Indigenous artwork around the school.
- Participating in teepee raising ceremonial event in the spring.
- Acknowledging and participating in Orange Shirt Day.
- Enjoying the sharing of bannock-related snacks throughout the year.
- Joining any indigenous events held by PCLASS (Elder talks/drumming circles/pow-wows/dance presentations) that promote well-being and pride.
- Holding smudging ceremonies in the teepee with Indigenous staff member.
- All staff completing courses relating to FNMI (Reconciliation/Elder Aboriginal Awareness).
- Teachers providing music, crafts, storytelling, online movies and show and tell items relating to FNMI culture.
- Acknowledgement of the Treaty Six Territory at the beginning of all student body events like Graduation and Awards Ceremony.

Measures:

- **The percentage of parents and teachers/staff satisfied that Parkland School supports and shares the culture of First Nations, Métis and Inuit students with all students in our quest to provide inclusive education for all.**
- **The percentage of students participating in teepee ceremony/smudging/elder talks/drumming circles/orange shirt day/dance presentations/pow-wows).**
- **The percentage of teachers/staff satisfied with the Indigenous teachings and activities provided by the school for all students and staff to learn about their culture.**
- **The percentage of parents/guardians/caregivers 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.**
- **Provincial Measure:**
 - **The number of students receiving funding from Jordan's Principle this term.**

Local Goal 4: Parkland School will provide the learning supports students need to help them reach their learning potential.

Strategies:

- Expand the use of consultants/mentors to offer expertise in Occupational Therapy, Physio Therapy, Vision and Complex Communication Needs through ECLS, LIS and Provincial LISS mentoring.
- Consultants will provide recommendations and consultations several times per year to be carried out by educational team.
- Parents/Caregivers will receive reports from consultants as received by the school to be able to follow up on recommendations to support their child.
- Staff will expand their knowledge of supporting student learning needs through consultation with specialized service providers.
- Specific courses/seminars taken by Certificated Teachers and support staff will further their understanding of consultant recommendations.
- The use of supplementary activities that offer varied learning experiences to increase completion of education and life skills goals.

Measures:

- Data collection on use of support services to support learning needs (student numbers and visitations).
- The percentage of staff satisfied that learning was improved for students as a result of support services (consultants, seminars/courses for staff).
- The percentage of parents/guardians/caregivers/staff/teachers satisfied that the core subject learning domain classes are taught by certificated teachers under the supervision of the Principal and the report cards are formulated from the Alberta Education Programs of Study/new curriculum.
- The percentage of parents/guardians/caregivers/staff/teachers satisfied with the students' access to technology (smartboards, iPads, laptops, computers) at school.
- **Provincial Measures:**
 - The percentage of parents and teacher/staff satisfaction that learning environments are welcoming, caring, respectful and safe.
 - The percentage of parents satisfied with the opportunity for Parkland School to offer some consultant services (PT, OT, Vision, CCN) through AISCA and the Provincial LISS Team mentoring.



GOVERNANCE

Local Goal 5: Parkland engages stakeholders in collaboration regarding decisions for student success, school improvement and accessibility of public documents.

Strategies:

- Parent/Guardian/Residential Supervisors/Board Members/Teachers/Staff surveys will be distributed in January, May/June each term.
- Student report cards will be emailed to parents/guardians in December and early May for perusal and later discussion at parent-teacher interviews.
- Parent-teacher interviews will be held in October, January and May using the options of in-person, zoom or telephone to ensure IPP, report card and assessment information is communicated/collaborated upon regularly.
- Daily use of communication book will continue between school and home.

Measures:

- The percentage of parents/guardians/residential supervisors in attendance at parent-teacher interviews.
- The percentage of parents/guardians/residential supervisors/teachers/staff satisfied that the school has improved over the last 3 years (physical improvements, equipment purchases, program upgrades, technology advancements, emails to parents, etc.).
- The percentage of parents/guardians/residential supervisors/teachers/staff satisfied with the accessibility to the Education Plan and Annual Education Results Report.
- Provincial Measure:
 - The percentage of parent/teachers/staff satisfied with the collaboration/engagement regarding decisions for students through parent-teacher conferences, school surveys and daily communication books.



BUDGET SUMMARY

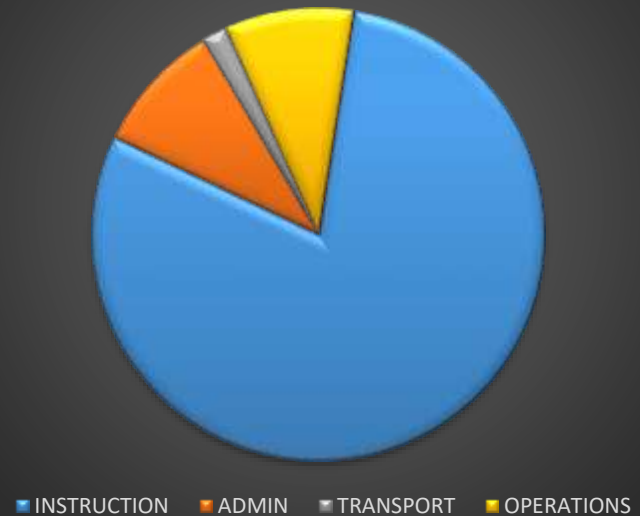
ANTICIPATED BUDGET 2024-2025

Based on the anticipated enrolment of 30 (28 funded) students for the 2024-2025 school term, the projected operational funding under the new funding framework from Alberta Education is \$806,245. This figure includes funding from basic, severe, classroom complexity, operations and maintenance, transportation, First Nations, Métis and Inuit, and system administration grants.

Ratio of anticipated expenditures is expected to be more than 2023/2024 due to inflation factors and new collective agreement from the Union.

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

ANTICIPATED EXPENDITURES 2024-2025



COPIES OF BUDGET STATEMENT AVAILABLE THROUGH:

JANNA MILLER
DIRECTOR OF FINANCE AND ADMINISTRATION
PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY
6010 – 45 Avenue
Red Deer, AB T4N 3M4

BUDGET SUMMARY

The guiding principles used in financial planning for Parkland School are to be diligent about the use of all funds received for the maintenance of school programs and learning materials, the hiring and retention of certificated teachers and non-certified staff, access to experienced therapists for consultations, the acquisition of materials/information/events for the FNMI students, the continual upkeep and inspection of school vehicles/equipment and the maintenance and renovations necessary to keep the school current and safe.

The budget is based on the revenue received by the school through Alberta Education and the host school jurisdictions. Each Alberta student is deemed by Alberta Education to be eligible and then receives a basic instruction grant and severe disability grant. Most students at Parkland School require 1-1 specialized aide support. As the Alberta Education grants do not cover the entire cost of tuition and aide support; the remainder of the fees are collected from the host school jurisdictions, social services and bands. Students from NWT/Nunavut are funded entirely by the North with no funding required from Alberta Education.

CAPITAL AND FACILITIES PROJECTS

Roofing is targeted for the summer of 2024. Donation funds will be utilized to help purchase a new Mendability Learning Resource.