

**PRIVATE SCHOOL AUTHORITY THREE-YEAR EDUCATION PLANS
2016 TO 2019 ANNUAL EDUCATION RESULTS REPORT 2015/2016 FOR
PARKLAND COMMUNITY LIVING AND SUPPORTS SOCIETY
(PARKLAND SCHOOL)**

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2015/2016 school year and the Education Plan for the three years commencing September 1, 2016 for Parkland Community Living and Supports Society (Parkland School) was prepared under the direction of the Parkland Community Living and Supports Society Board of Directors in accordance with its responsibilities under the *Private Schools Regulation and the Education Grants Regulation*.

This document was

developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Education Plan for 2016-2019 on November 24, 2016.

SIGNED: _____
(Chairman of the Board of Directors of the Parkland
Community Living and Supports Society)

(Principal of Parkland School)

(Chief of Educational Services)

MISSION STATEMENT

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

MANDATE

To provide a variety of educational programs for children who have various developmental and physical disabilities and to optimize their human potential.

VISION

Parkland School Program Ends Policies reflect our commitment to the four main components of education offered at the school (see attached ENDS POLICY document).

PRINCIPLES AND/OR BELIEFS

In support of Parkland Community Living and Supports Society mission statement, the following values as they relate to children and adults with developmental disabilities, will serve as a philosophical reference to guide the Board of Directors in their development of all ends policies.

**CITIZENSHIP: which is based on the principles of individual value and worth, individual rights and freedoms, and equality which recognizes the physical, mental, social and spiritual needs of consumers;*

**CHOICE: which empowers individuals to make real choices about real options in life, including where they live and what they do;*

**SUPPORT: which implies that every individual, regardless of their disability, is entitled to receive those technical, personal and financial supports which are necessary to live as independently as possible within the community; and*

**EQUALITY OF OPPORTUNITY: which ensures that disabled individuals have equal access to those aspects of life which are often taken for granted including, whenever possible, employment, their own homes, social interaction and friendship, and access to generic community services;*

**SPECIAL EMPHASIS: at Parkland School is prioritized learning in academics, life skills and eventual vocational/leisure pursuit abilities*

PROFILE

Parkland School is a designated special education private school located in Red Deer.

Total enrollment fluctuates between 30-35 students. Parkland School enrollment consists of dependent or multi-dependent students with a variety of disabling conditions. The special emphasis at Parkland School is prioritized learning in academics, life skills, liberating technology, vocational/leisure training and sensory integration techniques. Communication is the number one priority for all students, whether they are verbal or non-verbal.

HIGHLIGHTS

Parkland School offers students Augmentative Communication, art therapy, physical therapy consultations and sensory integration therapy through an array of specialists. Occupational therapy, physical therapy, speech therapy, vision and hearing are provided by community services accessed by parents/guardians or specialists contracted by the school (if community access is denied). The recommendations/programs supplied by these specialists are utilized in the classrooms wherever possible. All student IPPs and schedules are highly individualized to accommodate curriculum and all recommendations made by these specialized professionals.

TRENDS AND ISSUES

ISSUES INCLUDE:

- *the cost of therapists from the community (when parents are denied access to service with DTHR as their children are school age and REACH services are no longer available).
- *grant money from Alberta Education decreasing making it hard to keep staff employed when the other government departments like PDD are providing the money for raises. The gap between wages is growing larger and we are losing great employees.

TRENDS ARE:

- *Parents/guardians are more often being denied service through Pediatric Rehabilitation Red Deer for OT, PT, vision, hearing and communication therapy, therefore the school is contracting consultants in the community for assessments and recommendations. School personnel carry out the recommendations and all reports are copied to parents/guardians/residential personnel/foster parents to also carry out all recommendations in the home environment.
- *the use of iPads to enhance and expand the individual student communication systems for non-verbal students
- *the use of iPads for teaching/practicing basic skill development, both cognitive and motor –related for all students
- *the use of iPads to utilize games, music and relaxation apps for leisure
- *the use of a sensory integration therapist to provide consultations for all students dealing with sensory integration and physiotherapy issues (CARCSD –Central Alberta Regional Collaborative Service Delivery) funded
- *serving more multi-dependent disabled students with high medical needs/issues
- *serving more students with high behavioral issues

ANTICIPATED CHANGES

- A new Son-Rise type playroom to be established for students with autism.
- Teachers will be focusing on the use of IFP (Integrative Flat Panels – second generation Smartboards) for teaching and video modelling.
- Teachers and student aides will be utilizing the GEMIINI on-line speech program for speech therapy for all students twice per day.
- More parents will be purchasing iPads for their children to use at school.
- More up to date laptops will be arriving from Computers for Schools for use in the Advanced classroom

LOCAL GOALS

see attached Program Ends Policies for accomplishment of mission and vision over the long term

SUMMARY OF ACCOMPLISHMENTS

REGIONAL COLLABORATIVE SERVICE DELIVERY FUNDING:

CARCSD funding was utilized for sensory integration therapy for thirty-four students this term. The accomplishments of students receiving sensory integration therapy continued to be stunning and we look forward to even more successes next term.

This funding has provided Parkland School with services that were lacking in the past and we are most grateful for the opportunity to be part of the Central Alberta RCSD (formerly SHIP) team.

TECHNOLOGY PLAN:

Two Wi-Fi boosters were installed to allow Internet use throughout the entire school and both portables. This will allow us to utilize the Smartboards and the GEMINI speech program for all students starting Sept/16.

The GEMINI speech program will be purchased for the 16/17 term to allow all students to receive speech therapy every day

Three IFP will be purchased and installed in Aug/16 for use in the 16/17 school term.

The Tap to Talk Designer communication app continues to be utilized with non-verbal students. More parents have purchased iPads for their children and the app has been downloaded onto those iPads for consistency.

Classroom computers and hardware toys continued to be utilized in the Primary and Secondary classrooms to carry on the work formerly done in the Augmentative computer lab. Classroom computers and specialized software were utilized for the students to read stories. Computers and laptops were also available in the Advanced classroom to allow students to play games, research information and create word documents. The rolling computer continued to be used by the Junior, Intermediate and Senior classrooms to allow the teachers to bring it into the classroom when needed.

We continue to receive hardware from Alberta Computers for Schools to upgrade our classroom and lab computers. We are most grateful for this amazing service!

TEACHER IN-SERVICE/PROFESSIONALGROWTH PLAN:

All teaching staff took part in:

- Foundations (Basic Skills Training) certification (new staff)
- CPR/First Aid recertification
- Abuse Protocol recertification
- FASD training with Miles Himmelreich
- Autism Communication training methods

Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Parkland Community Living and			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	96.6	100.0	100.0	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	83.7	68.8	73.7	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	88.6	83.3	88.9	90.1	89.5	89.5	High	Maintained	Good
		Drop Out Rate	0.0	25.0	12.5	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	73.6	72.9	73.4	*	*	*
		PAT: Excellence	*	*	n/a	19.4	18.8	18.6	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	n/a	n/a	59.4	59.7	59.3	*	*	*
		Work Preparation	100.0	83.3	91.7	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	89.7	90.0	93.3	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	80.0	80.0	90.0	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Issue	School Improvement	66.7	83.3	91.7	81.2	79.6	80.0	Low	Declined	Issue

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 - Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
 - 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 - Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Parkland Community Living and (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 Learning Opportunities	n/a	Drop Out Rate	*	*	n/a	6.1	7.0	7.2	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	50.2	47.7	46.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	52.4	52.1	52.8	*	*	*
		PAT: Excellence	*	*	n/a	6.3	6.5	6.2	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	20.7	21.0	20.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	n/a	n/a	33.5	33.0	33.3	*	*	*

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			

Comment on Results

PARKLAND SCHOOL STUDENTS DO NOT PARTICIPATE IN PROVINCIAL ACHIEVEMENT TESTS DUE TO SEVERE COGNITIVE DISABILILITIES.

Strategies

See Local Outcome goals on the next page.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	*	*	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	*	25.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	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			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	*	*	n/a	n/a		n/a	n/a	n/a			

Comment on Results

Four students left school by the end of August, 2016 for various reasons but none of them were drop outs. Three students graduated and one student moved away.

Strategies

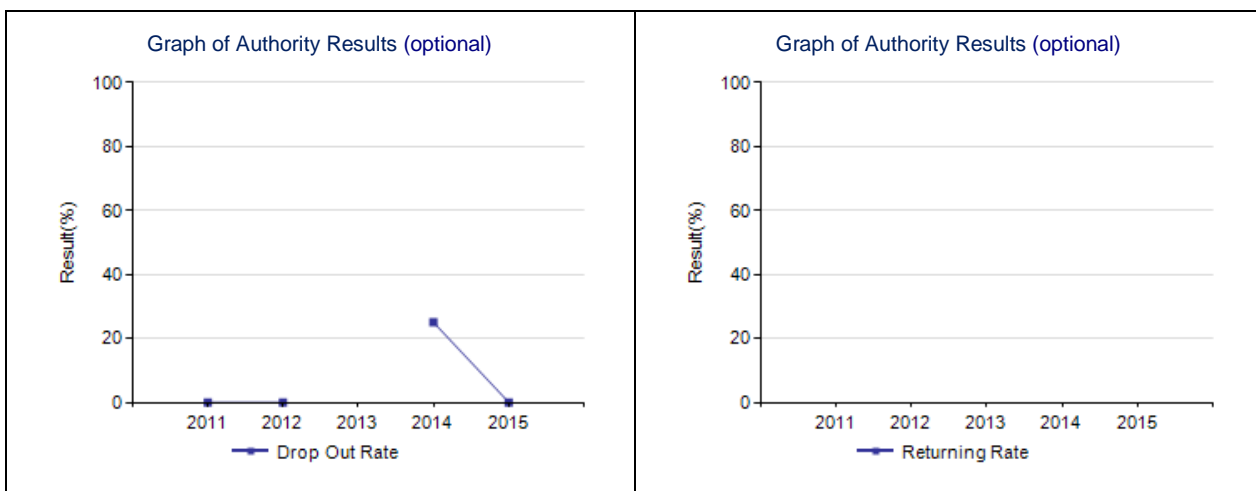
Our students do not drop out of school.

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	0.0	0.0	*	25.0	0.0	3.8	3.6	3.3	3.5	3.2
Returning Rate	n/a	n/a	n/a	n/a	*	23.2	22.8	20.7	20.9	18.2



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Local Outcome: Students demonstrate high standards (achieve provincial learning standards set out in “Programming for Students with Special Needs” curriculum) by completing goals on their Individual Program Plans (IPP).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Percentage of students completing or improving skills identified on their Individual Program Plans (IPP)	SCHOOL INFO 98%	SCHOOL INFO 94%	SCHOOL INFO 97%	SCHOOL INFO 94%	SCHOOL INFO 91%	BASED ON 5 YR AVG 95%				96%	97%	98%

Comment on Results

The 2015 target of 96% was not met due to one medically fragile student with poor attendance.

All IPPs were updated in January and finalized at the end of May according to the monthly data collection and annual assessment results. Results of these revisions/completions were communicated to parents/guardians at compulsory parent-teacher interviews in January and June. IPP originals were signed and dated accordingly.

School surveys were sent out to parents/guardians in January and May with encouragement to respond.

Sensory integration diets (plans) were attached to the finalized IPPs.

Strategies

- Goals on the IPP are completed/maintained/alterd or deleted in January and May depending upon results from monthly criterion tests, anecdotal notes and annual assessments
- Continue to survey parents twice per year to determine appropriate goals
- Ensure that parents are part of the IPP process by attending the three mandatory parent teacher interviews per year
- Continue to utilize the new format for IPPs that includes fewer but more appropriate (measurable and observable) long term goals, year-end summaries, more specific current level of performance statements and transition plans

Local Outcome: Students demonstrate high standards (achieve provincial learning standards set out in “Programming for Students with Special Needs” curriculum) by showing progress on their annual assessments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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 84%	SCHOOL INFO 87%	SCHOOL INFO 86%	SCHOOL INFO 73%	SCHOOL INFO 74%	BASED ON 5 YR AVG 81%				82%	83%	84%

Comment on Results

The 2015 target of 84% was not met due to one medically fragile student with poor attendance and eight new students with new assessments (therefore no scores of advancement).

Brigance and Carolina curriculum assessments were completed during the January to April period. Results of these assessments were utilized in the formulation of new IPP goals for Sept/15.

The October parent-teacher interviews were used for a specific review and explanation of the annual assessment results for each student.

Strategies

- Continue to provide a four month period to complete the annual student assessments to ensure fair and honest results in all areas
- Provide the healthiest environment possible through our no-tolerance sickness policy, to increase the percentage of students able to attend more regularly and demonstrate advancement in their overall skill development
- Continue to use whichever assessment and edition thereof that is best suited to each student based on his/her abilities

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.2	96.7	n/a	90.0	89.7		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	87.5	100.0	n/a	83.3	100.0		Very High	Maintained	Excellent			

Comment on Results

Students were encouraged to follow the rules of conduct at all times.

Students were encouraged to help one another when possible and appropriate.

Students were taught to respect each other and each other's belongings..

Students were encouraged to be involved in activities that help the community by picking up trash on “clean-up” days, collecting pennies for the “Pennies for Paws” program at SPCA, collecting can tabs for Ronald McDonald charities and by recycling and composting on a regular basis.

Students were encouraged to always do their best.

Strategies

- Continue to ensure that all students receive instruction in the Life Skills section of the “Programming for Students with Special Needs” curriculum
- Utilize the community for shopping programs and leisure pursuits to teach the students good citizenship skills in a realistic environment
- Encourage students to respect and help each other and always try their best
- Assist students to know and follow school rules
- Assist the students in being involved in activities that help the community (picking up garbage in the Spring, physical fitness challenge day)
- Continue to implement in-school pre-vocational classes as a forerunner to community work placements
- Increase number of students participating in community work placements (as appropriate)
- Further expansion or changes in community settings/businesses used for work training environments (as suitable for specific student needs)
- Provide support for graduates to tour and/or attend pre-placement sessions at the college or Cosmos during their last year at school (if applicable).
- Provide more time spent on community pre-voc work placements for graduating students (if applicable).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	83.1	91.7	n/a	100.0	83.3		n/a	n/a	n/a			

Comment on Results

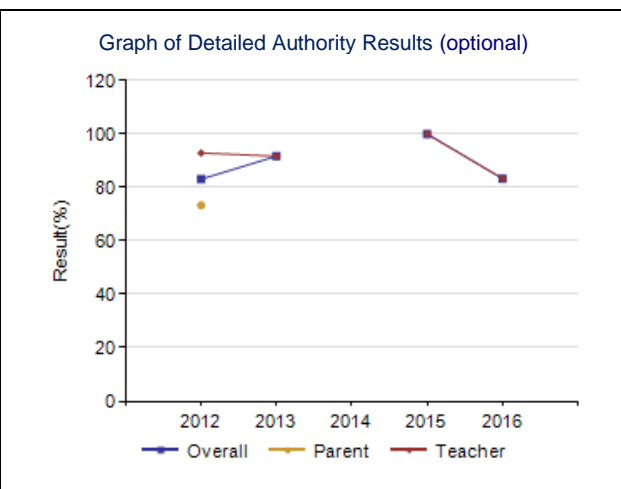
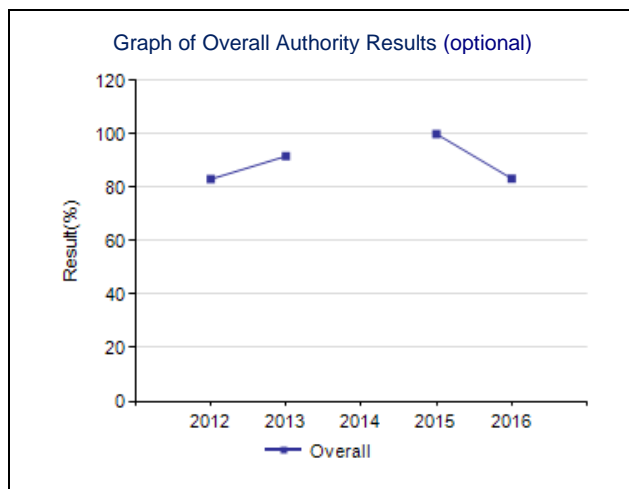
See Local Outcome for results regarding adult placements for the disabled in the community.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.1	91.7	n/a	100.0	83.3	68.0	68.5	69.5	70.0	70.7
Teacher	92.9	91.7	*	100.0	83.3	75.8	75.7	76.0	76.0	77.3
Parent	73.3	*	*	*	*	60.2	61.2	63.0	64.0	64.2

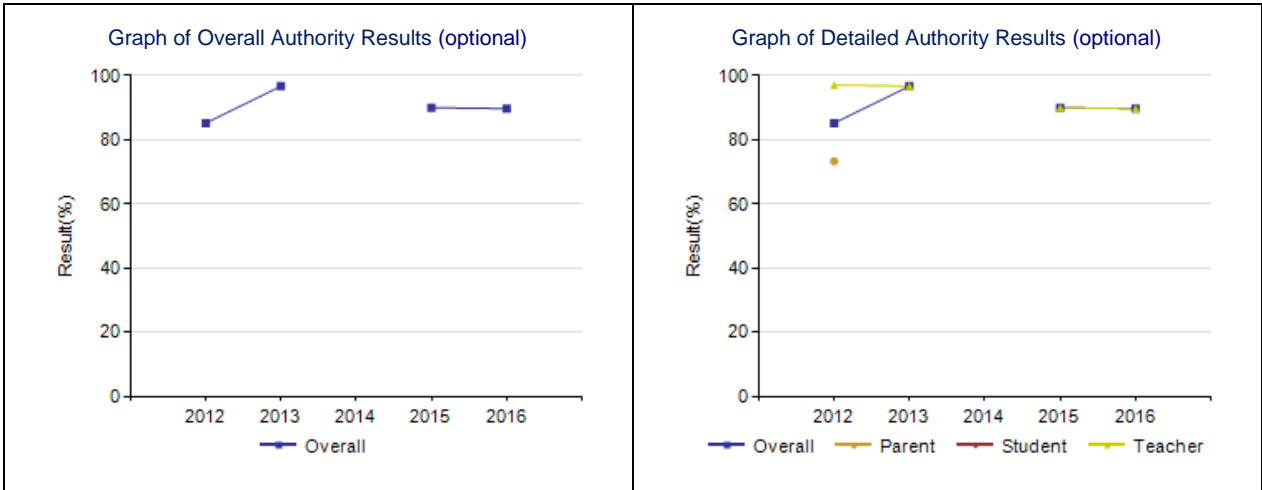


Notes:

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

Citizenship – Measure Details

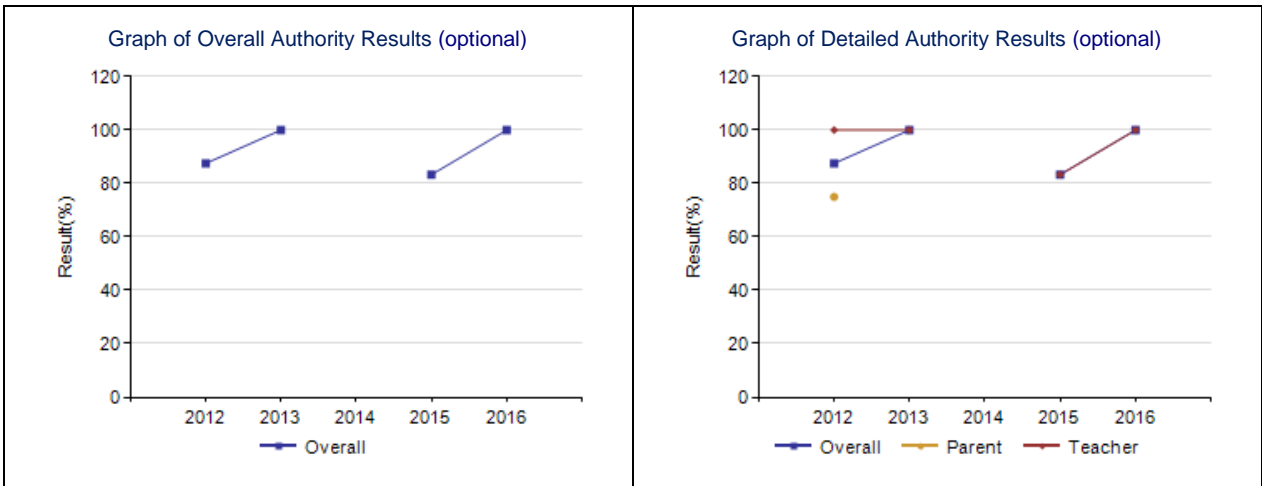
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.2	96.7	n/a	90.0	89.7	82.5	83.4	83.4	83.5	83.9
Teacher	97.1	96.7	*	90.0	89.7	93.1	93.6	93.8	94.2	94.5
Parent	73.3	*	*	*	*	79.4	80.3	81.9	82.1	82.9
Student	n/a	n/a	n/a	n/a	n/a	75.0	76.2	74.5	74.2	74.5



- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.5	100.0	n/a	83.3	100.0	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	100.0	*	83.3	100.0	89.5	89.4	89.3	89.7	90.5
Parent	75.0	*	*	*	*	69.9	71.1	73.1	74.2	74.8



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Percentage of Advanced classroom students involved in pre-vocational program at the school LOCAL: Percentage of Advanced classroom students involved in the pre-vocational community program	SCHOOL INFO 100% 78%	SCHOOL INFO 100% 100%	SCHOOL INFO 100% 78%	SCHOOL INFO 100% 83%	SCHOOL INFO 100% 67%	BASED ON 5 YR AVG 100% 81%				100% 70%	100% 71%	100% 72%

Comment on Results

Met first 2015 target of 100% and did not meet second target of 84%. Targets will be lower in the next few years for the community program due to the young age of new students and some serious behavioral challenges.

Strategies

- Continue to implement in-school pre-vocational classes as a forerunner/companion to community work placements and add gardening/yard care to the program for the Advanced students.
- Continue to provide Advanced students with supported pre-vocational activities in the community (recycle, grocery shopping, office errands, specific in-store training etc.) as appropriate
- Provide in-school work placements for the students unable to access community training sites due to medical restrictions, behavior issues or unsuitability
- Increase number of students participating in community work placements (as appropriate)
- Further expansion or changes in community settings/businesses used for work training environments (as suitable for specific student needs)

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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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 28 100%	SCHOOL INFO 29 100%	SCHOOL INFO 30 100%	SCHOOL INFO 31 100%	SCHOOL INFO 29 100%	BASED ON 5 YR AVG 29 100%				29 100%	29 100%	30 100%

Comment on Results/Progress

Met 2015 target of 29. Due to younger students and increased behavioral challenges, the facilities/businesses utilized may stay the same or even decline for a time.

Due to an excellent student/staff ratio, we were able to access the community on a regular basis to teach prioritized skills in a realistic environment.

School outings included Lacombe Corn Maze, MacKenzie Trails, Bower Ponds, Children’s Festival, SPCA, Carnival Theatre, Heritage Lanes, Heritage Park in Calgary, Kerrywood Nature Center, Kin Canyon, Rotary Park, Sylvan Lake and Gull Lake.

Strategies

- Continue to use the community for work experience, life skills and recreational activities
- Continue to involve all students in weekly (or more) community outings for their various educational experiences and program needs
- Maintain the number of businesses and community facilities utilized for this purpose

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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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 6 0	SCHOOL INFO 4 1	SCHOOL INFO 3 0	SCHOOL INFO 7 1	SCHOOL INFO 3 0	BASED ON 5 YR AVG 4 0				n/a	n/a	n/a

Comment on Results/Progress

As our student base continues to change and more students with severe physical, medical and behavioral challenges are enrolled; the number of students able to work or attend college diminishes.

The school was responsible to enlighten parents about the options open to the students after graduation but have no say in the outcomes/decisions made by the parents/guardians or the agencies involved.

All Advanced students were involved in community/in-school pre-vocational pursuits (shopping/work placements/recycling/mail delivery and pick-up etc.).

Advanced students were taught by a full-time certified teacher in a self-enclosed classroom. Skills were taught with the possible potential in mind for these students to enter the Transitional Vocational Program (TVP) at Red Deer College or Cosmos Vocational Program upon graduation.

Tours and community awareness was undertaken by all students on a weekly basis to familiarize them with community placements, businesses and recreational sites. Community awareness programs taught all students good citizenship skills in a realistic environment.

Strategies

- Continue to offer an intensive life skills program to the students to enable them to be as independent as possible in the future
- Continue to work with parents/guardians to tour/apply for placements in the TVP college program or Cosmos
- Complete all transition paperwork on the graduates as part of their final IPP

- NOTE: targets are not set due to students graduating when they reach their 20th year and only certain students will be able to apply for placement in college or vocational placements according to their specific abilities

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
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).	*	*	*	*	*		*	*	*			
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			
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			

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
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	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*		*	*	*			
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	*		*	*	*			
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			
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		n/a	n/a	n/a			

NOTE: ALL PARKLAND SCHOOL STUDENTS ARE SEVERELY DISABLED AND DO NOT WRITE PROVINCIAL ACHIEVEMENT TESTS OR RECEIVE SCHOLARSHIPS – THEY GRADUATE WHEN THEIR FUNDING CEASES (ALBERTA EDUCATION/NORTHWEST TERRITORIES/NUNAVET/SOCIAL SERVICES). ALL STUDENTS STAY IN SCHOOL UNTIL FUNDING CEASES.

Comment on Results/Progress

Several aboriginal events (rite of passage, drum circles, talks with the Elders) took place in the teepee or at Relax Crew building this school term.

Social workers from the aboriginal bands and NWT continue to visit the school to monitor the students and their progress.

Strategies

- Continue to supply as many events/educational supplies/information to the FNMI students as possible
 - *books on aboriginal/Inuit cultures
 - *drumming circles with Elders
 - *aboriginal dance troupe demonstrations
 - *music CD's
 - *cultural food preparation in Snack class
 - *aboriginal day celebration in June
 - *cultural videos
 - *gather information from social workers on accessible/appropriate resources

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	92.2	100.0	n/a	100.0	96.6		Very High	Maintained	Excellent			

Comment on Results

New Alberta Education Policy written and put in place May, 2015 and revised in May, 2016 (Welcoming, Caring, Respectful and Safe Teaching and Learning Environment Policy).

All staff were given opportunity to receive free flu shots.

A fire inspection was completed in October/15 (satisfactory).

The no-tolerance approach to student illness was continued to protect medically fragile students and manage pandemic situations.

PIPA (Privacy Principles Policy) remained in full force.

Student conduct and behavior was focused upon using sensory integration techniques/programs for improvement.

The suspension and expulsion policies remain in place.

All buses were inspected as per regulations. Necessary repairs and maintenance took place as needed.

Buses were cancelled on days where the temperature was -30C or colder due to unsafe conditions for students. The school remained open for parents wanting to transport their children to school and back home.

A part-time handyman continued to keep all equipment/school environment in excellent working order.

All furnaces and ducts were cleaned.

Staff members continued to complete monthly inspections of all equipment throughout the school and buses.

Lockdown and fire evacuation posters are posted in every room and regular practices were completed throughout the year.

Lockdown and fire drills are completed regularly as per Alberta Education regulations.

Parkland CLASS has a safety committee that meets regularly and one of our specialized student aides sits on that committee.

Our school surveys reported the percentage of parents indicating that their school has improved or stayed the same the last three years = 91%.

All staff received a \$200+ Christmas bonus plus a 5% retention bonus in Oct/14 (health and wellness benefits plan continued for all full-time staff members).

More equipment was purchased for the sensory gym and the barrier-free, wheelchair accessible playground continued to be used as sensory environments for therapy on a daily basis.

Parents, guardians, members of the Society and staff members were kept informed of the school's progress through Alberta Education reports, copies of the audit, Program Ends reports and general information posted on the Parkland School website or requested through the school office.

Alberta Education (Jim McClellan) visited in January, 2015 to review the new 3 yr plan document and tour our facilities.

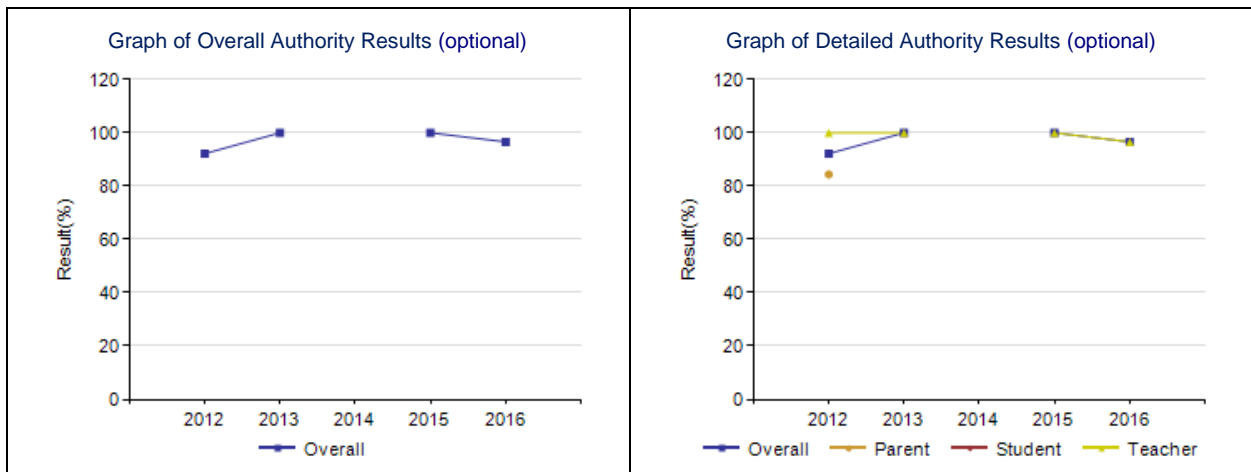
Strategies

- Ensure all students are treated fairly by other students and staff at school
- Focus on student conduct and behavior to ensure a safe and secure environment where learning is optimal
- Ensure suspension and expulsion policies are in place
- Continue to provide a high staff/student ratio to ensure safety for all students
- Maintain all school buses in excellent working order and require Class 4 licensing for all drivers
- Provide staff riders on buses to assist students with safety and comfort on bus rides
- Familiarize all staff with the lockdown procedures and practice two times per year
- Carry out six fire drill practices per year
- Ensure all staff are familiar with the Emergency Response Plan, Anaphylaxis Policy, Pandemic Policy and Emergency Evacuation Plan.
- Continue to implement annual teacher/aide evaluation process

Safe and Caring – Measure Details

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.2	100.0	n/a	100.0	96.6	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	100.0	*	100.0	96.6	94.8	95.0	95.3	95.4	95.4
Parent	84.4	*	*	*	*	87.4	87.8	88.9	89.3	89.8
Student	n/a	n/a	n/a	n/a	n/a	83.7	84.2	83.1	83.0	83.4



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	85.6	78.7	n/a	68.8	83.7		Very High	Maintained	Excellent			

NOTE: IT IS CONFUSING FOR THE PARENTS TO RATE THE BROAD PROGRAM OF STUDIES BASED ON THE EXAMPLES GIVEN WHEN OUR SCHOOL DOES NOT OFFER SOME OF THESE COURSES AS SUCH. WE DO OFFER ART AND MUSIC THERAPY, SENSORY INTEGRATION PROGRAMS, PRE-VOCATIONAL TRAINING, PHYSICAL EDUCATION, COMMUNITY AWARENESS AND LIFE SKILLS TO OUR STUDENTS.

Comment on Results

School surveys reported percentage of parents satisfied with the opportunity for students to receive a broad program of studies (technology, health, physical education and life skills) = 91%.

The pull-out program for students in wheelchairs (Primary and Secondary clsrms) continued to expand to allow these students to participate with their peers in language, reading, snack, fine motor, math , some physical education classes and sensory integration load-up programs.

Two students in the Secondary classroom improved their walking skills substantially.

Two MDH students had major surgeries and recovered well.

The Sensory Integration Program expanded yet again to include specific stretching and mobility skills and training.

We were blessed to welcome Yves Savaria from the PDD clinic to our list of consultants. He assessed and provided recommendations for several students 15+ years old. Specialized walkers were loaned to the school to carry out his recommendations for these students.

The Junior and Senior teachers were granted their Permanent Teaching Certificates.

Two Advanced students participated in information sessions at Notre Dame and Gateway schools and also emceed the Graduation and Awards ceremony in June/16!

A former Advanced student graduated from Red Deer College in June/16.

Home reading programs were utilized by some of the Advanced students.

Advanced students continued to utilize the neighboring school for physical education classes throughout the year.

In keeping with using the community for life skills training, several field trips were taken this term including Children's Festival, Gull Lake, Sylvan Lake, Kin Canyon, Lacombe Corn Maze, SPCA, Costco, Rotary Park, Kerrywood Nature Center, MacKenzie trail system/park, City library and Carnival Theatre.

The swim programs at Collicut Center and Michener Center were continued. We will continue to use both venues as Michener Center is more appropriate for some of our students and a better venue for the students in wheelchairs.

The snack program introduced gluten free and lactose free foods for some students.

More interactive play sessions were offered in the Junior classroom for students to learn sharing and the appropriate use of toys.

Modified programs were continued in the Intermediate classroom to accommodate students struggling with severe autism issues.

Interactive story-telling with props was continued in the Reading program and also in the Primary and Secondary classrooms.

Language teacher conducted an iPad class once per week utilizing all the iPads at once.

A large specialized trike was purchased to allow the taller students to practice their biking skills and enjoy heavy muscle work on a safe bike.

Circle time and specialized color workbooks were implemented in the Math/Fine Motor classes.

Art Therapy was offered to the Junior, Senior and Advanced classrooms from Sept to Dec when the therapist moved away.

iPads were utilized more for communication, basic skills training and leisure pursuits in all classrooms.

More students have their own iPads now and bring them to school.

Wi-Fi coverage was finally achieved throughout the school and portables to make more use of the iPads for further learning (and gear up for the use of Smartboards in Sept/16).

Homeroom teachers continue to take charge of all afternoon programs (life skills, arts & crafts, music, phys ed, computer, shopping and recreation). This allows the teacher more contact with homeroom students and staff on a daily basis.

Communication dictionaries were continued with high priority this term. Students with limited or non-existent communication were targeted. The book explains the individual's communication system (facial expressions, sounds, gestures and modified signs). These books are an ongoing work in progress and will be passed on to caregivers upon graduation.

New annual staff evaluations were put in place in May, 2016.

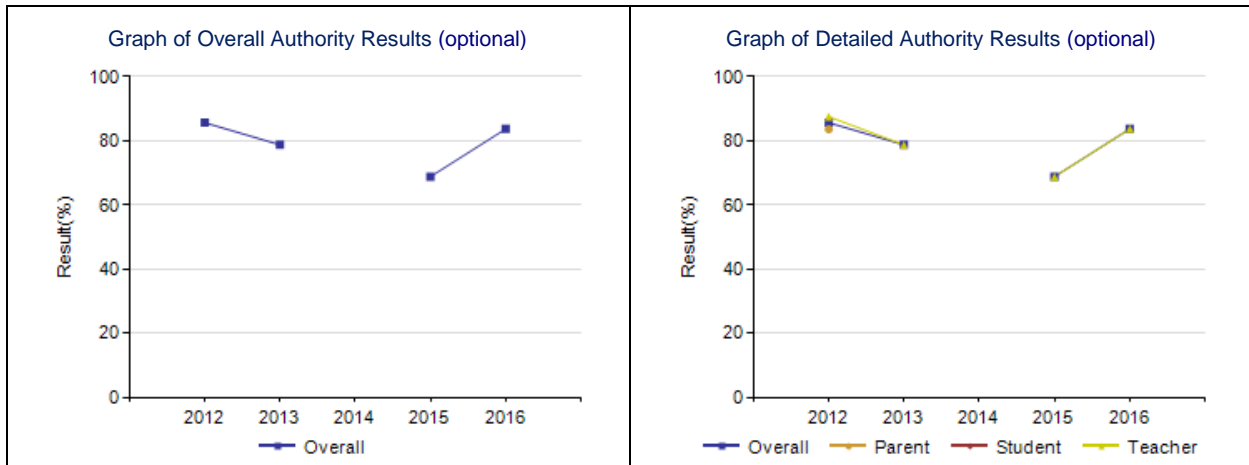
Strategies

- Ensure that parents are satisfied with the variety of programming, challenge, quality of education, access to technology and school overall by responding to any concerns identified on the bi-annual parent surveys
- Continue to teach and utilize sign language
- Continue to use low tech solutions for communication (Boardmaker, real pictures albums etc.)
- Continue to use iPads for communication, educational and leisure pursuit purposes.
- Continue to provide a variety of recreational pursuits for students both in school and in the community.
- Begin to use the Internet for teaching, songs, games and leisure pursuits

Program of Studies – Measure Details

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.6	78.7	n/a	68.8	83.7	80.7	81.5	81.3	81.3	81.9
Teacher	87.5	78.7	*	68.8	83.7	87.3	87.9	87.5	87.2	88.1
Parent	83.6	*	*	*	*	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.9	77.8	76.6	76.9	77.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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 92%	SCHOOL SURVEY 94%	SCHOOL SURVEY 80%	SCHOOL SURVEY 91%	SCHOOL SURVEY 94%	BASED ON 5 YR AVG 90%				91%	92%	93%

Comment on Results/Progress

Exceeded 2015 target of 89%.

All students were given special support by specialized aides (1-1 or 1-2 student/staff ratio).

Consultant from Boates Consulting was utilized to do assessments and make recommendations for programming for students in need of physiotherapy and sensory integration programs (“diets”).

Children in our residential settings were served by the Parkland CLASS wellness nurse whenever needed.

Students continued to access the Public Health nurse (inoculations), Glenrose and Children’s Hospital (seating/assessments/medical/surgery), RCSD (funding for sensory integration PT) and DTHR

Sensory diets were reviewed/alterd and developed for all students with issues, resulting in improved functioning and fewer behavioral incidents.

Strategies

- Continue utilizing iPads for communication and educational purposes.
- Continue to supply parents with information on health research, immunizations and equipment to improve ways of meeting the high medical needs of students
- Utilize pandemic policy, anaphylaxis policy, emergency response plan and the wildfire/flood emergency plan as necessary
- Continue to enforce the no-tolerance sickness policy to protect the medically fragile students and prepare for eventual pandemic situations/issues
- Continue to target any students needing the services of specialists and assist the parents to utilize community services in Red Deer to provide the home-based services needed
- Utilize private consultants if community services unavailable
- Utilize RSCD (formerly SHIP) funds to provide sensory integration consultations for all students
- Utilize the SHOS nurse for consultations on school-based issues as needed.

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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Number of students being served by the music therapist												
LOCAL: Number of students being served by sensory integration physiotherapist funded by RCSD funds through AB ED)	SCHOOL INFO 42	SCHOOL INFO 42	SCHOOL INFO -	SCHOOL INFO -	SCHOOL INFO -	BASED ON 5 YR AVG -				n/a	n/a	n/a
LOCAL: Number of students being served by communications specialist	28	24	32	32	32	30						
	3	3	3	-	-	-						

NOTE: 1 & 3 measures were discontinued in 2013 due to funding cuts.

Comment on Results

Exceeded 2015 target of 28 (measure 2).
 All existing sensory “diets” were reviewed and revised.
 Sensory “diets” were completed for all new students.
 RCSD funded 90% of the consultant fees again this term.
 Progress seen in walking, confidence on equipment, strength and calmness in students receiving sensory load ups four times per week.
 Targets have not been set for 2017-2019 term due to enrollment and specific needs of student’s fluctuations.

Strategies.

- Welcome our new sensory integration OT (Rose Plett) and continue to utilize CARCSD funding to grow the program.
- Pursue communication options for students utilizing the iPads.
- Begin GEMINI on-line speech program in Sept/16 to address the speech/communication challenges.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Number of students in the Augmentative Communications computer program	SCHOOL INFO & SURVEY	SCHOOL INFO & SURVEY	SCHOOL INFO & SURVEY	SCHOOL INFO & SURVEY	SCHOOL INFO & SURVEY	BASED ON 5 YR AVG						
LOCAL: Number of students in the Challenge computer program	19	35	n/a	n/a	n/a	n/a				n/a	n/a	n/a
LOCAL: Percentage of parents satisfied with student access to liberating technology programs	23	14	14	17	23	18				17	18	19
	92%	97%	91%	91%	85%	91%				91%	92%	93%

Comment on Results/Progress

Exceeded the 2015 target of 18 Challenge Lab students due to student aides helping the lab trainer to accommodate more students. Did not meet 2015 target of 93% for parents satisfied with student access to liberating technology programs as seven surveys came back with no answer.
 Aug Comm computer lab was closed due to cancellation of AISI funding – classroom teachers and aides continue to do the equipment and iPad training.
 Three students learned to use the mouse instead of switches and several students increased their focus time from two to ten minutes while in the lab setting.
 Laptops with internet access from Alberta Computers for Schools were still available to all students in the Advanced classroom to complete research projects.
 Individualized picture schedules and Boardmaker strips continued to be enhanced/modified/developed for many students to assist them in understanding and following their daily schedules, making choices wherever possible and communicating their basic wants and needs.
 Computer programs were utilized in the Primary and Secondary classrooms using switches for independent reading of stories by students.
 Students continued to use mouse-driven computer games in the Challenge program to enhance their future leisure skill capabilities.
 iPad use was continued to teach students the usage of specific apps for communication, cognition and leisure skills.

Strategies

- Continue to access improved computer hardware through Alberta Computers for Schools to enable usage of new software programs
- Continue to utilize classroom iPads to pursue communication and educational uses as well as leisure applications.
- Continue to offer students experience with cause and effect, communication, academic skills and leisure pursuits through computer technology to improve their learning and life skills
- Utilize/modify/expand the use of many communication devices (iPads, technical talkers, Boardmaker picture schedules/strips, single switch communicators, communication dictionaries, symbol shelf applications) to enhance the students’ ability to communicate their wants and needs.
- Continue to explore and purchase new apps for the iPads to offer a variety of educational formats.
- Continue to download Tap to Talk Designer app on individual student iPads for consistent use at home and school.
- Utilize donation funds to purchase IFPs for classrooms to enhance teaching opportunities and utilize video modelling programs.

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	88.9	100.0	n/a	83.3	66.7		Low	Declined	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.8	100.0	n/a	80.0	80.0		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.0	94.4	n/a	83.3	88.6		High	Maintained	Good			

Comment on Results

Our school surveys reported the percentage of parents indicating that the school had improved or stayed the same the last three years = 85%.

Our school surveys reported the percentage of parents satisfied with involvement in decisions about their child's education = 89%.

School surveys reported percentage of parents satisfied with basic overall quality of education = 96%.

Improvements this term included: new fridge in kitchen*, updated washer and dryer, Wi-Fi access throughout the school and portables (boosters installed*), old playground equipment sand-blasted and painted*, new panic bars and handles installed on exit doors of main building, Math and Intermediate 2 classrooms painted*, front parking area paved*, ceiling chain holds in sensory gym replaced*, three IFP (Smartboards) installed in summer*, GEMINI speech program purchased for 16/17 term* and mulch renewed in the garden areas*. *These improvements were made possible by donations to the school by ACT, Apex Fireplaces, City of Red Deer, Notre Dame graduating class and three family/personal donors. We are so grateful for the generosity of these groups and individuals! Without these donations, we would not be able to provide these improvements to our school.

Parents were sent survey forms in January and May asking for feedback re: IPP goals and performance measures. They used these surveys to voice concerns/wants for their children and their schooling. Results are reported in this document annually.

IPP goals were prioritized for each student from the provincial curriculum and the annual assessment results. These parent-approved goals were the focus of education for the 15/16 school term.

Parents and teachers participated in the Alberta Education surveys re: Level 2 funding requirements. Results are reported in this document annually.

The annual program ends report including outcomes and achievements plus goals for the next year was presented to the Board of Directors of Parkland Community Living and Supports Society in October, 2015 and approved.

The 3 YR PLAN/AERR document was posted on the school website and offered to the parents as hardcopy from the office by request. According to school surveys, 86% of parents were satisfied with the accessibility of these reports.

The Board continued to provide direction regarding school programs as per approved ends policies.

Daily communication books were utilized to ensure effective communication between home/residential placements and school.

Three compulsory parent-teacher interviews were completed.

School surveys were completed by parents in January and May as an instrument to voice concerns/wants for their children and their schooling.

Parents/guardians/residential staff were encouraged to call the school and speak with the CES about any problems or concerns.

Three family celebrations were held (Halloween Dance/Christmas Concert/Graduation ceremony) to bring all students/staff and parents together in fellowship.

AB ED officials visited the school five times this term: JAN/16: Lavonne Adams (two day file audit re: funding grants documentation), FEB/16: Maureen Melnyk (review of 3 yr plan/AERR document and tour), MAR/16: Maureen Melnyk and Steve Bayus (two day Private School Evaluation), MAR/16: Dr. Carol Donaldson (evaluation of Junior and Senior teachers re: Permanent Teaching Certificates), MAY/16: Maureen Melnyk (review of Annual Operating Plan and discussion of amendments to the Welcoming, Caring, Respectful and Safe Teaching and Learning Environment Policy).

The CES and Principal attended two Zone 4 AB ED meetings in Oct/15 and April/16.

All AB ED documents and directives were completed this term.

All AB ED evaluations/reviews/assessments were completed with success.

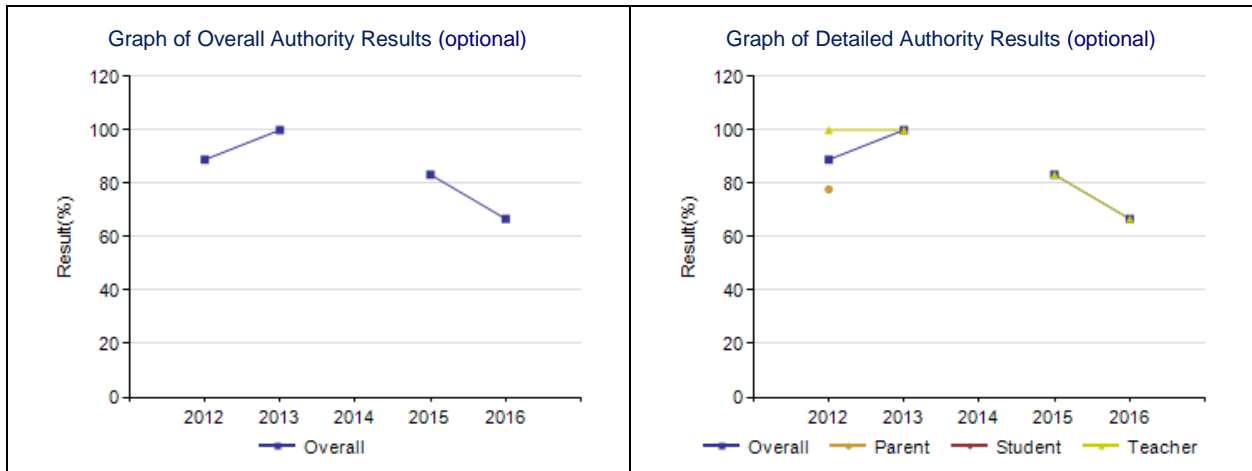
Strategies

- To provide an annual report on all upgrades and improvements to all parents and staff commencing Sept, 2016.
- Encourage more parents/caregivers to fill out the Alberta Education and school based surveys
- Continue to insist upon attendance by parents/caregivers in three parent-teacher interviews per year to review annual formal assessment results, develop and approve Individual Program Plans and update same IPP with progress indicators
- Encourage parents/caregivers to utilize home-school communication books regularly
- Encourage parents/caregivers to contact the CES/teachers with any questions or concerns
- Encourage parents/caregivers to utilize the website www.parklandschool.org to access all updated reports/calendars and information about the school
- Continue to purchase new materials and equipment appropriate for the students.
- Continue to renovate and maintain school property.
- Continue to use Computers for Schools to upgrade our computer hardware and provide laptops for our Advanced students to use in their classroom.
- Continue to provide professional development opportunities for teaching staff four or five days per year from various sources (teacher conferences, workshops through the regional consortium and posted flyers, First Aid and CPR, Professional Assault Crisis Training, Abuse Protocol, Medication Administration and Foundations Training Program)
- Continue to seek new programs and therapists to enrich the school curriculum

School Improvement – Measure Details

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.

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.9	100.0	n/a	83.3	66.7	80.0	80.6	79.8	79.6	81.2
Teacher	100.0	100.0	*	83.3	66.7	81.1	80.9	81.3	79.8	82.3
Parent	77.8	*	*	*	*	76.2	77.9	77.0	78.5	79.7
Student	n/a	n/a	n/a	n/a	n/a	82.7	82.9	81.2	80.7	81.5

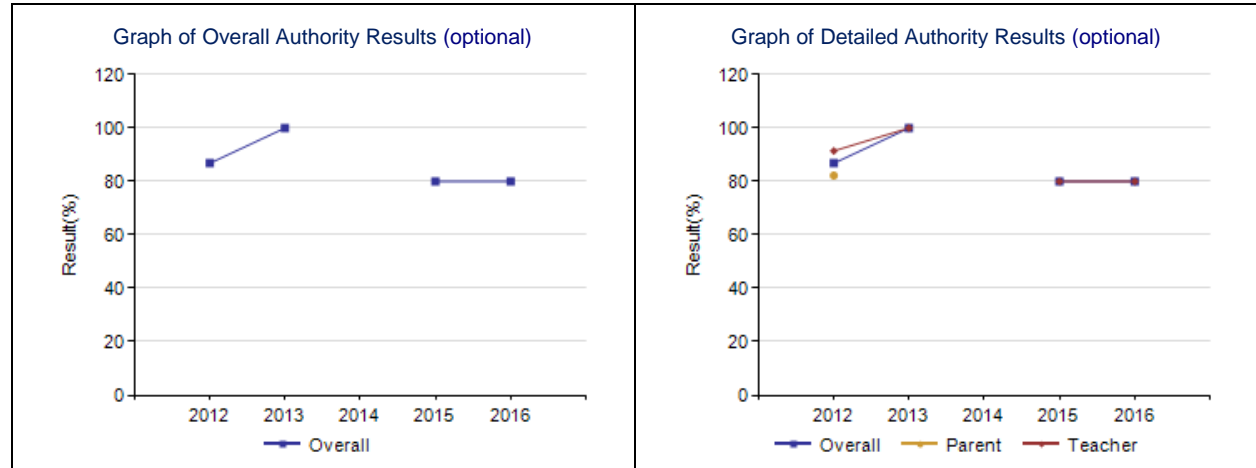


Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

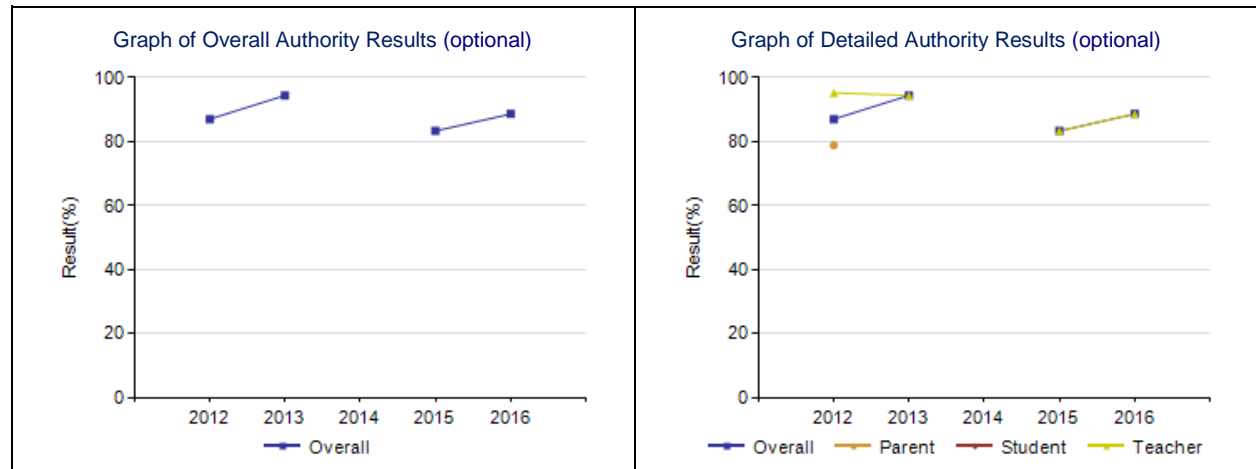
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.8	100.0	n/a	80.0	80.0	79.7	80.3	80.6	80.7	80.9
Teacher	91.4	100.0	*	80.0	80.0	88.0	88.5	88.0	88.1	88.4
Parent	82.2	*	*	*	*	71.4	72.2	73.1	73.4	73.5



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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.0	94.4	n/a	83.3	88.6	89.4	89.8	89.2	89.5	90.1
Teacher	95.2	94.4	*	83.3	88.6	95.4	95.7	95.5	95.9	96.0
Parent	78.8	*	*	*	*	84.2	84.9	84.7	85.4	86.1
Student	n/a	n/a	n/a	n/a	n/a	88.6	88.7	87.3	87.4	88.0



Notes:
 1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Number of inquiries/tours given within the school term	SCHOOL INFO 19	SCHOOL INFO 12	SCHOOL INFO 17	SCHOOL INFO 34	SCHOOL INFO 12	BASED ON 5 YR AVG 19				15	16	17
LOCAL: Number of students enrolled	4	4	4	6	8	5				4	5	5

Comment on Results/Progress

There is no way of knowing how many inquiries/enrollments there will be. Targets are only a best guess.

We continued to work closely with public, separate, county, NWT, Nunavut school systems, aboriginal bands and various social services agencies to offer programming for students referred to us.

A school tour guide was utilized for greater understanding and retention of all persons viewing the school.

All students received direct funding from Alberta Education (base and severe grants) until the end of the school term in which they turn twenty years of age.

The school website was updated monthly to provide parents and other interested parties with current information on Parkland School (AB ED reports/calendars/policies and general information).

Strategies

- Continue to ensure that Parkland School exists as a choice for those students who need an alternative educational setting
- Maintain and update the school website (www.parklandschool.org) to provide parents with information on the school
- Continue to work closely with school jurisdictions (public, separate, rural), Northwest Territories, Nunavut, First Nations and Social Services to accommodate students referred by them to Parkland School

PARENTAL INPUT THROUGH JANUARY AND MAY SCHOOL SURVEY RESULTS:

COMMENTS:

- I just want to say thanks for doing such a wonderful job with SJ.
- Parkland School is a godsend – so responsive to JD needs and constantly seeking new strategies to ensure that he is well regulated and in the best position to learn and thrive. Thank you so much, Trudy and staff.
- Andrea is doing an amazing job with MB. We are happy with everyone at Parkland.
- JS is enjoying his handwriting.
- We really appreciate the individuals who work with JR. He enjoys and looks forward to school. Your efforts to provide him with the tools he needs to achieve is really, really awesome! Thanks.
- We appreciate all you've done for JR.
- DM graduates this year – will be some big changes for him to adjust to. He will miss school and his aide.
- Very happy with everyone at the school re: TR
- Very pleased with JP progress and all the support we get from the staff. Thank you for everything you do.
- Parkland is amazing re: KM
- We have seen nothing but positive changes since CS started attending Parkland School. Yay!!
- I am hoping the powers that be open up their wallets and give you the funding to update your facilities and maybe add a small physio pool and lift!
- JN is eating way better and is more verbal.
- You are doing a good job with TR. She wants to play more games and can walk a whole block now.
- Have seen academic growth for SZ – recognition of all letters, numbers 1-10 and primary colors.
- DC is happy and talkative and has a very positive attitude.
- KM is very confident, happy and positive – more alert and vocal. I feel you are all doing a fantastic job – keep up the great work.
- MJ continues to increase her vocabulary, is more engaged with others and is more tolerant of somewhat crowded situations.
- NA face is quite more lively.
- MB is more verbal, independent and his listening has improved.
- Parkland School is doing an awesome job with JD. Trudy and her staff have been very proactive and gone the extra distance to ensure that his needs are met. Thank you!

CONCERNS:

- It seems unusually difficult to become a Board member. I understand there is a “freeze” on board members. I’m still not satisfied that there is no opportunity. I will continue to pursue a board position after the freeze is removed.
- I would like to know more about the plan for PT once Sandy Boates retires. How is the school going to ensure PT is still being provided?
- I would like to try to be involved occasionally during school to see what and how CV and DM do with different things and need updates on teachings (math, art therapy, language etc.)
- It would be great if CV could do the swimming program at school, it’s one of her favorite activities and it gets her active. This adds to her physical well-being and quality of life.
- Would there be any opportunities for parents to participate in class/ field trips? I’m sure JS would not like it at first but we used to be parent helpers a few times a year in his old school.
- The handicapped parking at the front of the school is difficult at times – it should be paved and have a handicap sign.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Percentage of parents satisfied that IPP goals are being clearly communicated as learning expectations for their child	SCHOOL SURVEY 97%	SCHOOL SURVEY 97%	SCHOOL SURVEY 86%	SCHOOL SURVEY 91%	SCHOOL SURVEY 96%	BASED ON 5 YR AVG 93%				93%	94%	95%
LOCAL: Percentage of parents satisfied that school staff are helping their child achieve IPP goals	94%	97%	86%	100%	96%	95%				95%	96%	97%

Comment on Results/Progress

2015 target of 94% was not met due to two surveys with no answer recorded. Met second 2015 target of 95%.

Attendance at parent-teacher interviews was very good. If a parent was unable to attend on that specific day, alternate arrangements were made to meet with the teacher. Parents not able to come to the school were sent documents through the mail and given interviews over the phone.

Strategies

- Continue to insist upon all parents/guardians attending parent teacher interviews to discuss the IPP formulation and results.
- Continue to send out school surveys and encourage all parents/guardians to fill them out and return to the 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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
LOCAL: Percentage of parents satisfied with the opportunity to be a board member on the Parkland Community Living and Supports Board of Directors	SCHOOL SURVEY & INFO 84%	SCHOOL SURVEY & INFO 65%	SCHOOL SURVEY & INFO 75%	SCHOOL SURVEY & INFO 86%	SCHOOL SURVEY & INFO 77%	BASED ON 5 YR AVG 77%				75%	76%	77%
LOCAL: Number of parents on the Board of Directors	6	5	5	5	4	5				5	5	5

Comment on Results/Progress

Exceeded 2015 target regarding opportunity to be a board member and have 4 parents on the Board of Directors. Board has fewer members this term due to some positions not being filled due to a freeze.

The percentage of parents satisfied with the opportunity fluctuates due to the fact that many of our students are in foster family or residential arrangements and those foster parents and staff are not eligible to serve on the Board due to being contracted employees of Parkland Community Living and Supports Society.

The Board of Directors had a nice mix of business and community members as well as parents and partners with disabilities.

The annual program ends report for Parkland School was presented at the annual Board retreat in Oct/15 for approval/compliance. At this time, Board members were given the opportunity to ask questions about outcomes, concerns and goals. The information in that report was transferred to this document and supplied to the Board members upon completion.

Strategies

- Encourage more parents to look into becoming board members when positions become available.
- Encourage parents to visit the Parkland CLASS website (www.parklandclass.org) for information on the society as a whole.

FUTURE CHALLENGES

- 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 purchase GEMINI speech program for all students
- to replace the computer lab activities with iPads, Smartboards and laptops in the classrooms
- to continue to receive donations in this downward economy
- to continue to provide the high staff to student ratio needed for success of all students
- to raise the wages of staff in order to stay above the minimum wage and keep the qualified, caring staff we have now
- to continue to purchase more sensory integration equipment and provide therapy on a daily basis
- to continue to utilize gym facilities at a nearby school for our physical education program now that our gym is being used for sensory integration therapies as well
- 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 continue with the iPad project and identify the best apps to use for communication and educational purposes
- to share the information we gather regarding iPad use and best apps with the parents/residential staff and other caregivers
- to encourage parents to purchase iPads for their children for use at home and in school
- to encourage parents of students in wheelchairs to become advocates for a proper lift system at Michener Centre so that all physically disabled persons can enjoy the warm pool there

SUMMARY OF FINANCIAL RESULTS 2015-2016

As of November 24, 2008, Parkland School receives Level 2 funding from Alberta Education.

Funds received from Alberta Education for the 15/16 school term were \$604,465.83

A deficit of \$111,180 occurred and was covered by past surplus.

Funds were spent on:

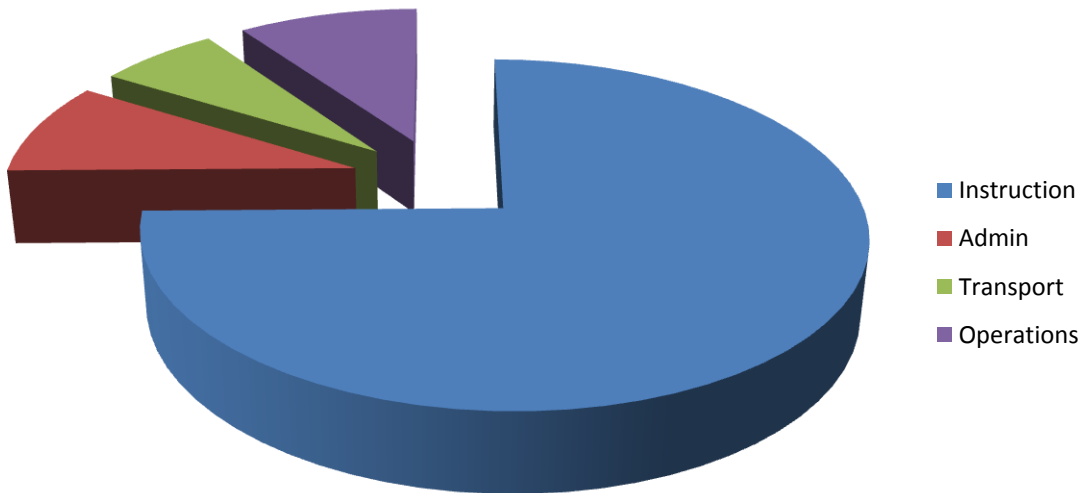
- Staffing (teachers, specialized aides, subs)
- Outside consultants (speech, physiotherapy, sensory integration)
- Equipment (sensory items and equipment, classroom materials, student bus harnesses and booster seats, furniture, specialized toys, computer hardware and software)
- Maintenance (equipment, buses, yard, repairs, painting, snow removal from yard)
- Facility improvements (furnace repairs, new ballasts for light fixtures, door hardware upgrades)
- Outside services (electricians, plumbers, janitors, handyman)
- Food (snack program)
- Fuel (buses)
- Administration (office expenses and services – payroll, accounting, staff recruitment)

EXPENDITURES 2015-2016

✚ On instruction =	74.77%	(\$1,059,596)
✚ On administration =	9.03%	(\$125,616)
✚ On transportation =	6.47%	(\$108,565)
✚ On operations & maintenance =	9.73%	(\$121,309)

TOTAL: 100% (\$1,350,872)

ACTUAL EXPENDITURES 2015-2016



ANTICIPATED BUDGET 2016-2017

Based on May/16 anticipated enrolment of 26 students for the 2016-2017 school term, the anticipated revenue from Alberta Education is \$664,779.47. This figure includes funding from basic, severe, equity of opportunity, plants and maintenance grants and FNMI.

Ratio of anticipated expenditures is expected to be similar to 2015/2016.

Facility improvements are ongoing and may include painting of more classrooms and the sensory gym plus body work/maintenance on buses in the summer of 2017.

EXPENDITURE SUMMARY AND REVENUE REPORT

Notification of the Annual General Meeting of Parkland Community Living and Supports Society will be communicated to members of the society. Additional financial information, including the Audited Financial Statement for the 2015-2016 school year can be accessed pending approval, by contacting Janna Miller, Director of Finance and Administration, Parkland Community Living and Supports Society.

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 continuous enhancement of school programs and learning materials, the hiring and retention of quality 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 and the maintenance and renovations necessary to keep the school current and safe.

The budget is based on the revenue received by the school, Alberta Education and the host school jurisdictions. Each Alberta student is deemed by Alberta Education to be eligible and then receives a basic instruction grant and severe disability grant. Most students at Parkland School require 1-1 specialized aide support. As the Alberta Education grants do not cover the entire cost of tuition, transportation and aide support; the remainder of the fees are collected from the host school jurisdiction.

CAPITAL AND FACILITIES PROJECTS

- The erection of signage for the barrier-free, wheelchair accessible playground (Parkland/Rotary Playspace).
- The replacement of another bus in the fleet within the next two years.

PARENTAL INVOLVEMENT

- All parents attend three parent teacher interviews per year to discuss annual assessment results, IPP results/changes/new goals and concerns.
- Parents are asked to complete two school surveys per year and results are reported in the Three Year Plan/ AERR document in November of the following year.
- All parents/siblings/friends are invited to attend three celebrations per year (Halloween Dance, Christmas Concert and Graduation).
- All parents are made aware of the possibility of being a Board member of Parkland Community Living and Supports Society.
- An open door policy is in place for all parents to visit the school whenever they like.
- All parents are given a parent handbook each year to inform them of necessary dates/phone numbers/policies and information needed.
- Monthly calendars and updated information on the school is distributed to all parents/residential facilities and provided on our website www.parklandschool.org.
- Copies of all consultant assessments/recommendations are supplied to parents.
- Parents are welcome to attend when therapists are on-site for assessments and/or program revisions.
- All parents are urged to contact the Chief of Educational Services at the school with any and all concerns
- Parents are encouraged to attend swim sessions at the Michener Center pool if able.

TIMELINES AND COMMUNICATION

- The THREE YEAR PLAN/AERR document is available at the school for all society members and parents upon request – a memo is sent out to all parents and posted on the website regarding access to this information through the school office.
- Staff members are provided with a copy to read.
- The Board of Directors of Parkland Community Living and Supports Society are provided with copies of the document upon completion.
- The THREE YEAR PLAN/AERR is also available on the school's website: www.parklandschool.org.

WHISTLEBLOWER POLICY:

- A Whistleblower policy for Parkland School was put in place by November 30, 2014.
- No whistleblower claims were received in the 2015/2016 school term.

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School – General**

Ref no.: **V:2:1.0**

OVERVIEW

Parkland School mandate is to provide a variety of educational programs for children who have various developmental and physical disabilities.

Parkland School is accredited by Alberta Education and is funded by Government departments and various school Public and Separate School jurisdictions.

Educational programs provided include:

- Multi-Dependent Handicapped (MDH) Program see Ch. V:2:2.0
- Regular School Program see Ch. V:2:3.0
- Augmentative Communication Program see Ch. V:2:4.0
- Challenge Program see Ch. V:2:5.0

POLICY

- 1.0 Parkland School programs shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

- 2.0 Each student shall have educational goals incorporated into the Individual Program Plan (IPP), which is consistent with Alberta Education guidelines.

Date: August 31, 1998

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School –
Multi-Dependent Handicapped Program (MDH)**

Ref no.: **V:2:2.0**

1.0 General Description

Parkland School MDH program provides education, life skills training and physical maintenance to multi-dependent handicapped students during the regular school term. The program addresses speech, physical/occupational therapy, communication, hearing, vision, behavior modification, sensory stimulation and medical needs of the students.

2.0 Target Population

Target population includes students who range in age from four (4) to nineteen (19) years. Students are multi-dependent handicapped with developmental disabilities in combination with physical or medically fragile disabling conditions.

3.0 Program Objectives

Program objectives include learning, sharing, choice-making, independent play, cooperative activity and socialization with peers, problem-solving, feeding, toileting and mobility training. Professional consultations are sought and used extensively from REACH (a Calgary-based educational team), the Pediatric Rehabilitation Unit through the DTHR (David Thompson Health Region), and the Red Deer Health Unit.

This support enables students to be as independent as possible while enjoying a variety of situations and experiences that promote growth and socialization through communicated needs, wants and choices, making school life more responsible and fulfilling.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education and enhances future choices and dignity; and
- Citizenship facilitated through community awareness programs, recreational activities, integration with other schools and access to generic community services.

POLICY

1.0 Parkland School MDH Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School – Regular School Program**

Ref no.: **V:2:3.0**

1.0 General Description

Parkland School Regular School Program focuses on the basic concepts of education and essential living-skill development. Various classes promote academic, non-academic, personal and physical development. The Regular School Program is delivered both within Parkland School and the community on a regular basis.

2.0 Target Population

Target population generally includes students aged five (5) to nineteen (19) who fall into trainable, dependent or multi-dependent handicapped categories. Upon entry to Parkland School, students require a psychological report from their funding jurisdiction.

3.0 Program Objectives

Program objectives include the development of individual student potential in reading or recognition of survival signs and logos, communication, mathematics, music, language and speech, problem-solving, sign language, basic health and safety, measurement, money management, physical education, fine and gross motor skills, basic living skills, telling time, increased attention span, proper conduct and social skills, self-confidence, increased self-awareness, and good citizenship.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education and enhances future choices and dignity; and
- Equality of Opportunity fostered through practical skill development which enables students to gain greater independence and an inclusive community life.

POLICY

- 1.0 Parkland School Regular School Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School –
Augmentative Communication Program**

Ref no.: **V:2:4.0**

1.0 General Description

Parkland School Augmentative Communication Program generally uses computer systems and supports to develop communication skills for non-verbal and multi-dependent students. In addition to the development of alternative communication skills, students also have access to innovative software, hardware and other technological devises to advance their personal living skills. Every student learns at a level, and through a means, which is most appropriate to abilities possessed.

2.0 Target Population

Target population includes multi-dependent students and all other students who are experiencing problems with communication systems in general. All students are aged five (5) to nineteen (19) and attend Parkland School.

3.0 Program Objectives

Program objectives include developing skills and understanding of computer use, cause and effect, visual and auditory attending, compliance to task, making choices, switch management, introtalker training, the use of power mobility aids and the development of a communication system which is appropriate for each student for their use in any environment.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education, and
- Equality of Opportunity fostered through practical skill development in the use of various technological and communication devises which will assist in accessing and participating in the broader community.

POLICY

- 1.0 Parkland School Augmentative Communication Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998

PARKLAND CLASS

POLICY AND PROCEDURES MANUAL

Subject: **Parkland School – Challenge Program**

Ref no.: **V:2:5.0**

1.0 General Description

The purpose of the Parkland School Challenge Program is to supplement regular academic classes and enhance the students' capabilities in the areas of language arts, reading and mathematics. Computers and software applications maximize the students' learning abilities through increased attentiveness and motivation. Basic literacy and mathematics skills are the focal point of this program.

2.0 Target Population

With the exception of students who are being served through the Augmentative Communication Program, the target population includes all students aged five (5) to nineteen (19) registered in the Regular School Program at Parkland School.

3.0 Program Objectives

Program objectives include optimizing students' vocabulary expansion, practical use of mathematics and reading skills through the use and application of various leading edge software programs. The program also teaches comprehension of whole language concepts, increased eye-hand coordination and computer familiarity.

4.0 Values and Principles

Supporting values and principles include:

- Choice of an alternate educational setting that includes appropriate levels of technical and personal support which, in turn, facilitates and optimizes education, and
- Equality of Opportunity fostered through skill development in the use of computer systems and increased literacy which empowers disabled individuals and increases control over their lives and their environment now, and in the future.

POLICY

1.0 Parkland School Challenge Program shall support and uphold the Agency's Ends Policies, Mission Statement and Values.

Date: August 31, 1998

