



2018 ANNUAL REPORT

Mission: "To improve the quality of life of children and adults with developmental disabilities through individual choice, dignity and rights."

Parkland Community Living and Supports Society

2017 Annual Report

Parkland Community Living and Supports Society is a registered non-profit society serving children and adults with developmental disabilities from Central Alberta, Nunavut, and the Northwest Territories. In addition, we deliver services within the community of Inuvik in the Canadian Arctic.

Parkland Class is a recognized Disability Service Provider with the federal government and when appropriate opportunities present, we have collaborated with International Partners pursuing services for individuals with Developmental Disabilities with an emphasis on Self Advocacy.

Our mission: "To improve the quality of life of children and adults with developmental disabilities through individual choice, dignity and rights".

Our values:

- **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 individuals
- **Choice** which empowers individuals to make real choices about real options in life, including where they will live and what they will 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 individuals have equal access to those aspects of life which are often taken for granted including, wherever possible, an education, employment, their own homes, friendships, and social interaction with others.



Historical changes in community attitudes and the promotion of rights has enabled individuals with disabilities to achieve lives of inclusion within their communities. This is tempered by the current challenges and pressures facing Parkland CLASS and disability services organizations in general as we implement increasing Administrative and Legislated Government requirements, endure five years, with no increases in Service Funding from PDD, and as we manage the increased financial and administrative demands resulting from unionization.

Despite the current challenging environment, Parkland CLASS has been proactive, incrementally improving its programs and Community Supports services. This report outlines and summarizes the agency's accomplishments of the past year.

Everything that Parkland CLASS undertakes is based on the importance of steadfastly pursuing services based on the wishes and desires of those we serve. We are appreciative of and recognize those key, innovative and committed individuals that make up the Parkland CLASS employee team.



Parkland CLASS provides services to approximately **450** children, adults and families

Parkland CLASS has **7** dedicated board members

Parkland CLASS has **42** group homes in Central Alberta & North West Territories

Parkland School has **1960** exited since

The Agency delivers 16 programs in 6 service areas

The Relax Crew social club has over **275** community members

PARKLAND CLASS

UTILIZES A STAFF BASE OF

700

EMPLOYEES

Parkland CLASS incorporated as a non-profit society in **1963**

Parkland School has **4** program areas

- MDH (Multi-dependent Handicapped) Program
- Regular School Program
- Augmentative Communication Program
- Challenge Program

Parkland School students, aged 4-19, are taught a comprehensive educational curriculum



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www.parklandclass.org

PRESIDENT'S REPORT

Don Oszli



It is the role of Parkland CLASS' Board of Directors to lead the Agency's strategic planning exercise. The outcome establishes the long-term goals, which form the Agency's "Three Year Strategic Plan". Objectives are developed within four categories: Agency Development Goals, Program Development Goals, International Development Goals, and Board Development Goals. The purpose of the President's Report is to provide an overview of this undertaking, focusing on some of the more significant activities that will be pursued over the next one to two years.

The past year has been a busy year for the organization with many new pressures and developments that have taxed the organizations infrastructure, administrative processes and capacity, as well as it's human and financial resources.

The Board has continued to advocate for change in the new PDD contract template. During the course of the past year there has been incremental positive movement with the contract, we are hopeful that we will be able to further mitigate the negative impacts of the contract as we work through the remainder of the 2017 – 2020 PDD contract term.

Our priority continues to be the analysis and strategic response to the remaining issues in an attempt to minimise or mitigate negative impacts. To this end the Board has established a sub-committee that is tasked with reviewing the impact of the PDD 2017 – 2020 contract template in terms of sustainability, congruency with Board Policy and in the context of future strategic planning. The Boards role continues to be optimising the agency's activities in our four key domains, currently focusing on organizational structure, and management of resources ensuring the continuation of quality services.

This year the Behavioral Complex Needs review strategic goal was completed by the Service Management Team. Following is a summary of the analysis that was undertaken focusing on the unique support requirements for individuals with complex medical and behavioural needs:

- The two major Complex Needs projects, by external organisations, that we have been following, have seen one project halted and the other project experience delays and challenges to the extent it is currently not up and running.
There are some very real challenges getting the required supports in place to run the services as well as significant challenges finding adequate staffing.

- Parkland CLASS's experience to date has been that the majority of complex behaviour referrals, present with significant drug addictions, mental health challenges, gang affiliation, incarceration histories and often significant violence histories and proclivities.

The Board supports the recommendations of the service team:

- Continue to review the referrals that are presented, and if the organization has the capacity to safely manage the individual a service could be developed.
- The Service Team will continue to participate with Government as services slowly evolve endeavoring to stay apprised of the issues and developments that are occurring with complex behavioural needs population.
- At this point we should not be pursuing these types of services as an area of significant growth, due to the difficulty recruiting skilled staff, the lack of secure environments and the risk management challenges this creates.
- This is not the case with medically complex needs individuals as the organization has the facilities and expertise to manage this group. The past year the organization has been able to fill current vacancies with three (3) complex medical needs individuals. This is an area that will be further pursue in the upcoming year.

Parkland CLASS has continued to expand on the work started last year with both existing First Nation and Government partners, as well as expanding our current First Nation and Government contacts to include new partners. Our efforts have been aimed at understanding the service needs, improving existing services and investigating the potential of expanding services which has occurred in the form of a small contract with Maskwacis; assisting with transitioning their children into the PDD program. This has resulted in nine (9) First Nations Children transitioning into PDD adult services. Going forward, it is our intention to continue supporting our First Nation partners with these transition activities as well as looking at other possible services that we may be able to assist with, an example being sibling group care.

Parkland CLASS continues to collaborate with the Siksika Nation on the delivery of services for complex medically fragile children. Our Service Management Team is represented on FSCD Regional Sector Committee, Family Supports Committee, Complex Supports Need Committee, and the Complex Supports Need Regional Working Group. Our Children's Director is working specifically with the Transitional Placement Committee, which supports Maskwacis and Wetaskiwin with representation from PDD, OPG, Kasohkowew and AKO looking at complex children transitioning into the adult world, who because of the disparity between their higher IQs and lower functional skills are not qualifying for funding.

Parkland CLASS has supported the ITINERIS Foundation of Argentina since 2001 in the design and delivery of disability initiatives in Argentina. These efforts have supported the long-term development of a national self-advocate movement in Argentina. This has been facilitated with an ongoing two-year funding commitment, which concludes in 2019. The Board will review the relationship with ITINERIS and determine what our role and involvement will be going forward in Argentina at the 2019 Board Retreat.

Parkland CLASS made significant gains with the implementation of the new Enterprise system, with both Finance and Payroll up and running on the new system. There have been some significant gains in Human Resources and Scheduling components of the program as well. The goal over the upcoming year is to have each department assume full responsibility for their technology systems and begin adding in functionality that we have not at this point been able to include.

This past year has seen the development of our own internal SharePoint platform as well, which is intended to ultimately replace ShareVision as the source of our individuals' information (CRM). The goal over the next year is to explore the potential of the program as we work to enhance our CRM database.

Full implementation of these systems will facilitate the amalgamation and flow of information between Parkland CLASS's various accounting, payroll, staff scheduling, and human resource management systems, updating and more efficiently managing the information aspect of our infrastructure.

The Board recognizes that the current environment within Human Services, coupled with the challenges that the organization currently faces, makes moving forward with the existing office building plan extremely challenging at this time. It is the Board's intention to pause and consider all the available options as we review what would best meet the demands of the organization in the context of our current and anticipated future realities. Going forward we will continue to promote a positive relationship with the Waskasoo Association and work towards re-establishing an agreement with the City supporting the playground and green space.

We are in the final extension of our NWT Inuvik contract. The Inuvik community homes are a program that Parkland CLASS established and has supported for almost two decades; once the new RFP is released we will be pursuing an additional contract term.

Parkland CLASS will continue to work with our available resources and technology to increase effective employee communication and information management for those individuals that we serve.

It is our goal to work with LiUNA, fostering healthy labour relations, honoring the terms of the collective agreement, and promoting a positive environment for both our Employees and those we serve.

The Agency will continue to work with Provincial stakeholders and our colleagues to increase the awareness of government funders on the wage compression issues, lack of administrative funds, contract challenges, and onerous administrative overlays as well as providing input into the PDD Ministerial Program review.

The Board of Directors is appreciative and indeed recognises the ongoing commitment and dedication demonstrated on a regular basis by our frontline staff, supervisors, administration and Service Management Team in the services provided to our individuals.



CEO's REPORT

Dan Verstraete



Parkland CLASS's Senior Staff and middle management team work towards the achievement of the goals and objectives that are outlined in the agency's "Three Year Strategic Plan". The CEO's report provides a summary of the key operational activities and accomplishments that have advanced these strategic goals over the past year.

The Parkland CLASS team has experienced another very busy year in 2018. We have continued to advocate for change in the PDD contract template with our Funders, the Ministry and our colleagues. During the course of the past year we have seen some positive movement as we have operationalized the contract and shared our concerns with PDD, we are hopeful that we will continue to see the Government collaborate and work with service providers to further mitigate the negative impacts of the existing contract template. As directed by Parkland CLASS's Board, our priority has been the analysis and strategic response to the remaining issues in the contract as we strive to minimise or mitigate negative impacts to the Agency and those we serve. We were able to successfully utilize the positive direct service variance in the 2017-2018 contract to address several of indirect service costs including a significant portion of the Enterprise System as well as several other PDD approved indirect expenses. The remaining surplus of approximately \$3,600.00 will be clawed back by PDD under the terms of the new PDD contract template.

Based on discussions with the Board, and in order to create additional flexibility within the remainder of the two-year contract period, the Agency signed a two-year agreement which will terminate March 31, 2020. This allows us to carry any positive variance from the 2018/2019 contract year into the final year of the contract allowing us to address direct and indirect costs that arise in the 2019/2020 contract year.

We have continued during 2018 to extend the Performance Management Framework (PMF) tool that correlates with the new PDD contract requirements throughout the Agency. At this point in time all of our services are utilizing the PMF tool. An outcome of the overall implementation has been a recognition that our PMF outcomes needed to be refined and our staff better trained in the appropriate use of the framework. We have spent the past year training supervisors and coordinators in the new outcome system as well as adapting multi-year long-term goals to the yearly reporting cycle. This has had a positive effect on our outcome statistics which are steadily improving.

Parkland CLASS made significant gains with the implementation of the new Enterprise system. This past year has continued to have unanticipated challenges arise with both the provider (Spark Rock), and within Parkland. Fortunately, the Agency has been able to call on administrative staff outside of Finance and Payroll departments for support, which has resulted in both Finance and Payroll up and running on the new system. There have been some very significant gains in Human Resources and Scheduling components of the program as well.

Over the course of the past year we have been working with a consultant to develop the second component of our computer systems upgrade, SharePoint which is a Client Management or (CRM) system intended to manage all of our individual's information. We have developed the system to the extent that we have switched from ShareVision, our old system to the newly developed SharePoint system which is an "in-house" system that has been developed with the support of a consultant, and two of our own staff as SharePoint admins. This program has been transferred from its original location under Finance to the Manager of Executive Administration and Operations, who has had past involvement with the ShareVision program, and a solid understanding of service delivery.

This year the Service Management Team completed the analysis of the support requirements for individuals with complex medical and behavioural needs. Over the past year the organization has maintained membership on the Complex Support Needs Project Committee as well as the Complex Support Needs working group. These two committees have gone on hiatus with modest movement on the complex behavioural needs front. This may be an outcome of some challenges that are related to the two major external projects that we were following; one project has been halted and the other project has experienced significant delays. In talking to these groups it seems that there are some very real challenges getting the required supports in place to run the services as well as significant challenges finding adequate staffing.

As an organization we are continuing to receive complex behavioural support referrals, they are characterized with significant drug addictions, mental health, gang affiliation, incarceration and often significant violence histories and proclivities. As an organization, we have chosen to review all referrals and unfortunately the acuity of the individuals and their service needs have precluded our ability to manage any of these individuals within our current environments and staffing.

At this point in time the Service Team continues to review the referrals that we receive. If after completing our intake review, we feel we can safely manage the individual we would bring them into service. The Service Team believes that it is of benefit to continue to participate with Government as services slowly evolve, this allows us to stay apprised of the issues and developments that are occurring in the increasing and difficult to serve population.

We have continued to fill current vacancies with complex medical needs individuals, this year taking on (3) medically fragile individuals. This is an area that we continue to be able to address within our existing models and based on the complex needs review is a group that we can serve effectively.

Parkland CLASS has had modest success over the past year working with our First Nations Partners. We were able to expand on the work started last year which resulted in our Children's Director providing consulting services to our partners at Maskwacis under a fee for service contract. This ultimately resulted in nine (9) First Nations Children transitioning into PDD Services and receiving funding. We continue to partner with both existing First Nations and Government partners, as well as working to expand our current First Nation and Government contacts. We have found that making a concerted effort to understand the service needs, improving existing services and investigating the potential of expanding services has met favorably with our partners, who are now looking at the possibility of expanding services with the organization.

During the past year, Parkland attended the 5th Rosario Congress in Argentina, this was a significant milestone for ITINERIS. The pre-conference was held at the University in Rosario and was filled to capacity with primarily Agency Owners and Senior Service personnel. The venue that was utilized for the main conference had over 400 people in attendance.

During the Boards previous monitoring with ITINERIS they had requested that there be material at the next congress that catered specifically to Agency Owners and senior Agency Staff. This was done and formed the majority of the pre-conference.

ITINERIS completed the Self Advocate programed learning handbook that they have been working on developing over the past year. This is a significant training document as it provides an opportunity for many more self-advocates to be trained and become active participants in their own future at virtually no cost. Again it is an example of how ITINERIS's and Parkland's impact will continue to grow in Argentina. It is noted that the Board can be confident that they have been instrumental in a very significant way with respect to community inclusion and self-advocacy which is certainly expanding in Argentina, as a direct result of their partnership with ITINERIS.

Parkland CLASS continues to deliver service to our Northern partners both in Inuvik, NWT as well as here in Alberta. During the past year we have continued to expand our relationships with our Northern partners. This has resulted in the hiring of several local First Nations employees, broadened our connections with Elders and have expanded the cultural activities in our homes.

Parkland CLASS was certified in July 2017 by the Alberta Labour Relations Board. We were able to arrive at a first collective agreement and are busy implementing the articles. Since arriving at our first agreement, CNFIU, the union representing our employees, has changed their name to LiUNA.

Parkland CLASS' ongoing priority will be to support the refinement of the Agency's operating systems and the delivery of quality services for individuals and families. Our new contracts, funding realities and unionization certainly place significant demands on the organization as we work towards meeting our Mission and continuing to be a viable and sustainable organization. Our ongoing desire is to be both a great place to live and work, to that end we will continue to move forward.

I am always amazed at the dedication and commitment of our front line employees and incredible administration team. Without their hard work and tenacity, the accomplishments of the past year would not have been possible. We are grateful for the ongoing support of our guardians, individuals in service and funders.



PARKLAND SCHOOL

Trudy Lewis, Director

Parkland School is accredited by Alberta Education and works closely with many local public and separate school jurisdictions. Student educational goals are incorporated into individual program plans which are consistent with Alberta Education guidelines.

Parkland School has four main program areas: the MDH (Multi-dependent Handicapped) Program, the Regular School Program, the Challenge Program, and the Augmentative Communications Program.

MDH PROGRAM

The Parkland School MDH Program provides education, life skills training and physical support to multi-dependent handicapped students. The program addresses the speech, physical and occupational therapy, communication, hearing, vision, behavior, sensory stimulation, and medical needs of students.

There were 11 full time multi-dependent handicapped students who were served in 2018, ranging in age from 6 to 20 years.

Accomplishments and Outcomes

PRIMARY CLASSROOM	SECONDARY CLASSROOM
<ul style="list-style-type: none">One student had major health issues and was absent for long periods of time.	<ul style="list-style-type: none">One student graduated in June, 2018.
<ul style="list-style-type: none">One student had major back surgery.	<ul style="list-style-type: none">An eye gaze communication board was trialed with two students with good success.
<ul style="list-style-type: none">Parents/foster parents were happy with school and were comfortable discussing student issues as they arose.	<ul style="list-style-type: none">One student had back surgery for scoliosis and was still recovering in June.
<ul style="list-style-type: none">All students enjoyed a busy schedule with 1-2 academic classes per day plus all the activities and therapies in their homeroom as well.	<ul style="list-style-type: none">Language CDs were used to help staff learn some French, Spanish and Cree to enable students to learn in their own language.
<ul style="list-style-type: none">One student actively prepared to move to the Junior classroom next term.	<ul style="list-style-type: none">The use of the GEMIINI on-line speech program greatly improved the students' receptive language skills resulting in more achievements shown on IPP and assessment goals.

CURRENT ISSUES

- Parents are requesting a physiotherapist to follow and monitor changes in the students and their equipment needs.

Program Goals for 2019

<ul style="list-style-type: none"> • Hire a PT to come in 2-3 times per year to monitor students and their equipment. 	<ul style="list-style-type: none"> • Continue music classes once per week with all students in the playroom.
<ul style="list-style-type: none"> • Continued use of the on-line GEMINI SPEECH PROGRAM for all students daily on IFP (interactive flat panels). 	<ul style="list-style-type: none"> • Utilize Collicutt Center for Monday morning swims twice per month.
<ul style="list-style-type: none"> • Continue to increase the physical activity level of all MDH students through the use of walkers and sensory integration equipment (as much as possible). 	

REGULAR SCHOOL PROGRAM

The Parkland School - Regular School Program focuses on the basic concepts of education and essential living skill development. Various classes promote the student's academic, non-academic, personal, and physical development. The regular school program is delivered both within Parkland School and within the community on a regular basis. In 2018, 18 full-time trainable, dependent, and multi-dependent students were served, ranging in age from 7 to 21 years.

Accomplishments and Outcomes

JUNIOR CLASSROOM	SENIOR CLASSROOM
<ul style="list-style-type: none"> • One student excelled in spelling and number skills and is advancing to the Senior classroom next term. 	<ul style="list-style-type: none"> • Successful community outings took place once per week in a variety of locations in Red Deer with one Advanced student helping out as part of her pre-vocational programming.
<ul style="list-style-type: none"> • All students enjoyed lots of physical activities (swimming, bowling, shopping and walks) and increased their strength and endurance. 	<ul style="list-style-type: none"> • All students flourished with the effective use of realistic choice-making recognizing the need for individual flexibility in programming to foster more independence and personal empowerment.
<ul style="list-style-type: none"> • Several students used the specialized trikes for exercise and skill development. 	<ul style="list-style-type: none"> • Rotation of classroom aides was successfully incorporated to increase the flexibility skills of the students.

ADVANCED CLASSROOM	
<ul style="list-style-type: none"> Students studied and researched air, water and land transportation this term and visited the Wetaskiwin Reynolds Museum in June to complete the teaching unit. 	<ul style="list-style-type: none"> There was also much more incorporation of Smartboard activities into the Advanced curriculum.
<ul style="list-style-type: none"> Personal work files were created for students that included work specific to their IPP goals. 	
LANGUAGE/READING CLASS	MATH/FINE MOTOR CLASS
<ul style="list-style-type: none"> Increased capabilities were seen for students to learn verbalization and sign language from the Gemiini, program and better documentation of student progress (eye gaze, attention, lip movement, utterances, words and signs). 	<ul style="list-style-type: none"> Measurable progress was charted for most students including recognition of coins, numbers 1-20, the eight common colors, coloring and sorting skills improvement, independent lace and bead stringing and pre-printing skills.
<ul style="list-style-type: none"> Results were noted in non-verbal students making more sounds, increased vocabulary in some students, increased receptive language skills and understanding and increased conversational skills in students overall. 	<ul style="list-style-type: none"> More individualized programs were created for all students.
<ul style="list-style-type: none"> Increased opportunities for student interactions were created with the use of props, manipulatives, books, activities, word cards and picture cards. 	<ul style="list-style-type: none"> The new Starfall app was used to create more math activities.
SNACK CLASS	PRE-VOCATIONAL
<ul style="list-style-type: none"> Students experienced the cycle of composting to growing vegetables in the garden to harvesting to preparing to eating. 	<ul style="list-style-type: none"> The students also show more confidence in asking for help when needed.
<ul style="list-style-type: none"> Students also made progress in the acceptance and willingness to try different foods and textures. 	<ul style="list-style-type: none"> Emphasis was put on learning the various departments in the grocery store (dairy, produce etc.) and what kinds of foods to find in each.
<ul style="list-style-type: none"> There was success shown in: hygiene, following directions, safety, learning signs for food and utensils, problem solving, food identification, pouring, measuring, cutting, spreading, making choices and communicating them, table setting, manners, clean up, sharing, serving self and others, quantity control, sitting and attending, plus trying new foods and textures. 	<ul style="list-style-type: none"> The students have more confidence overall in the community and show enjoyment of job responsibilities.

SENSORY INTEGRATION	TRANSPORTATION
<ul style="list-style-type: none"> A few students followed physiotherapy rehabilitation programs post-surgery this term and significant improvements were seen as they worked to increase strength and range of motion. 	<ul style="list-style-type: none"> Bus harnesses and vests were purchased to replace booster seats on the buses for the smaller students.
<ul style="list-style-type: none"> A new heavy muscle program for students requiring additional support was introduced and proved to be very successful with almost immediate results. 	<ul style="list-style-type: none"> The Goshen 1 bus was not used after Jan/18 as we cut down to two buses for pick-up and delivery of students. The Goshen 2 was used for the back-up. Goshen 1 will be transferred over to the maintenance department next term to be part of their fleet.
<ul style="list-style-type: none"> CARCSD funding through AB ED was cut once again to about 1/3 of the funds previously awarded. We are now using donations to pay for the consultant fees. 	<ul style="list-style-type: none"> The Goshen 2 bus had the floor reinforced with metal in August due to some rotting underneath.
MUSIC	MAINTENANCE/SAFETY
<ul style="list-style-type: none"> Music classes took place in the Playroom this term. All musical instruments, records, CDs, cassettes were moved into this room for easy access. 	<ul style="list-style-type: none"> All lockdown and fire drills were practiced as per AB ED regulations.
<ul style="list-style-type: none"> A record player/CD/cassette player/recorder was purchased to use with all our resources. 	<ul style="list-style-type: none"> Medicine River Wildlife came and removed 120 garter snakes from the backyard in the Spring.
TECHNOLOGY	PLAYGROUND/OUTDOORS
<ul style="list-style-type: none"> The Starfall app was purchased last term for use on the Smartboards and provided extensive programs and lessons for all the teachers. 	<ul style="list-style-type: none"> City of Red Deer continues to care for the playground and repair as needed.
SCHOOL IMPROVEMENTS	DONATIONS
<ul style="list-style-type: none"> The Playroom was created in the former Intermediate 1 Classroom to be used for individual programming plus group play and music activities. It also serves as an individual space for one student that is transitioning into the school. 	<ul style="list-style-type: none"> ACT donated \$2500 for the GEMIINI Speech Program expenses (on-line video-modeling).
<ul style="list-style-type: none"> A toy library was created in the Lounge so that teachers could exchange toys throughout the term. 	<ul style="list-style-type: none"> A \$3,000 donation was received from Mancuso & Marshall which paid for sensory integration consultant and Collicutt swim fees.

<ul style="list-style-type: none"> The office was revamped and the sick room turned into a supply room for the staff. A work station was also added to the back office for staff and consultants use. 	<ul style="list-style-type: none"> A \$2,000 donation from Maria Ziakris (grandmother of one of our students) was used for parts of the Gemini, swim and Sensory OT fees.
ENROLLMENT	STAFFING
<ul style="list-style-type: none"> No new students were enrolled in 2017/2018. 	<ul style="list-style-type: none"> Through the collective agreement, the SSAs were given a substantial raise to match the other aides throughout PCLASS and teachers received a 3% raise. Bus drivers and riders were also given raises.
<ul style="list-style-type: none"> One student was transferred back to his Red Deer Catholic jurisdiction in January, 2018. 	<ul style="list-style-type: none"> All staff received training in: Sensory Profiles, Lifting Techniques, IPP goal writing, Abuse Protocol, Medication Administration, EE Center and Microsoft 365 computer training.
<ul style="list-style-type: none"> Three students graduated in June, 2018. 	<ul style="list-style-type: none"> The schedule changed in August, 2018 to accommodate staff having recess breaks, and for bus drivers and riders to have a break prior to starting their transportation duties.
<ul style="list-style-type: none"> Three new students are enrolled for September at this time. 	
ALBERTA EDUCATION	
<ul style="list-style-type: none"> Patricia Rijavec from Alberta Education visited in Apr/18 to review the Schools' 3 year plan/AERR document and tour the school. 	<ul style="list-style-type: none"> All Alberta Education basic and severe grants were again frozen and no funding increases were given.
<ul style="list-style-type: none"> All Alberta Education documents and directives were met this term. All evaluations, reviews and assessments by Alberta Education were completed successfully. 	
CURRENT ISSUES	
<ul style="list-style-type: none"> The Goshen 2 bus (2001 model) is continuing to fail and require more maintenance so will be used as a back-up vehicle only. 	<ul style="list-style-type: none"> Frequent staff changes are always difficult.
<ul style="list-style-type: none"> More time is needed for teachers to share and collaborate about students' learning styles, areas of skill development and interests. 	

Program Goals for 2019

SENSORY INTEGRATION	LANGUAGE/READING CLASS
<ul style="list-style-type: none"> Continue to fund Rose Plett to visit five to six times per year to review all sensory and OT programs (now only partially funded by CARCSD). 	<ul style="list-style-type: none"> Work on name recognition with all students utilizing the Gemini lessons on this skill.
MATH/FINE MOTOR CLASS	TRANSPORTATION
<ul style="list-style-type: none"> Integrate OT strategies that address fine motor activities and skills related to individual development. 	<ul style="list-style-type: none"> Continue to keep the Goshen 2 bus in good running condition to use as a back-up.
JUNIOR CLASSROOM	SENIOR CLASSROOM
<ul style="list-style-type: none"> Create individualized materials containers for classroom use. 	<ul style="list-style-type: none"> Continue to have the classroom aides rotate between students to create trust and familiarity amongst all students and staff.
ADVANCED CLASSROOM	
<ul style="list-style-type: none"> To keep current with the iPad and Smartboard technologies to best serve the students. 	

CHALLENGE PROGRAM

The Parkland School Challenge Program uses computer technology to supplement regular academic classes and to enhance the students' capabilities in the areas of language arts, reading, and mathematics. In 2018, no students used this program.

Accomplishments and Outcomes

<ul style="list-style-type: none"> The Challenge Lab was dismantled in Summer 2018 to create the Lounge (a quiet environment for students to use when needed), the toy library and a place for the staff computer. 	<ul style="list-style-type: none"> Two computers were moved to the Math/Fine Motor classroom for use in the scheduled afternoon times for all classrooms.
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Program Goals for 2019

<ul style="list-style-type: none"> Technology skills to be taught using the Smartboards, iPads, laptops and personal tablets in the classrooms.
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AUGMENTATIVE COMMUNICATIONS PROGRAM

Parkland School's Augmentative Communications Program uses computer systems and technical devices to develop communication skills for non-verbal and multi-dependent students. In addition to developing alternative communication skills, students access innovative software, hardware and other technologies to advance their living skills. In 2018, 29 multi-dependent, dependent and trainable students with very limited, or non-existent, communication skills were served. Students ranged in age from 7 to 21 years.

Accomplishments and Outcomes

<ul style="list-style-type: none">The GEMIINI Speech Program once again delivered impressive results this term.	<ul style="list-style-type: none">A major increase was seen in the student accomplishment of IPP goals and assessment results.
<ul style="list-style-type: none">A noticeable improvement in the students' receptive language skills (ability to understand the spoken word more easily and respond to instruction/requests more readily and carry through).	<ul style="list-style-type: none">Several students gained oral expressive language skills and were generating new words /phrases each day.
<ul style="list-style-type: none">Pre-speech students were watching people's mouths when they were talking and attempting to verbalize/make sounds more often.	
CURRENT ISSUES	
<ul style="list-style-type: none">Continuing to receive donations to pay for the on-line fees for GEMIINI.	

Program Goals for 2019

<ul style="list-style-type: none">To find a new simple, user-friendly communication app to replace the Designer Tap to Talk app and load it onto all iPads.	<ul style="list-style-type: none">To continue to search for the best communication options for each student.
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CHILDREN'S SERVICES REPORT

Shauna Mayes, Director

Children's Services provides supports to families and children with developmental disabilities through a variety of programs and services. Supports are delivered in the community and homes of families and proprietors.

Children's programs conform to the Canadian Accreditation Council of Human Services. Services are delivered under the direction of families, guardians, and the Central Alberta Child and Family Services Authority. The agency also delivers Children's Services under the authority of various aboriginal band councils and Territorial Government agencies from the NWT and Nunavut. Parkland's Children Services include the Family Support Program, the Children's Residential Programs, the Children's Relief Program, and the Supported Home Placement Program.

FAMILY SUPPORT PROGRAM

The Family Support Program provides in-home assistance for families to cope with, and manage their child's unique needs. The program provides families with support staff, in-home parental relief, child care, behavior supports, and community involvement activities. In 2018, 22 multi-dependent and dependent children, and their families, were served.

Accomplishments and Outcomes

<ul style="list-style-type: none">Serving a more diverse population of families than in previous years i.e. Hutterite Rainbow Colony.	<ul style="list-style-type: none">Work with FSCD to implement the new ages and stages service delivery.
CURRENT ISSUES	
<ul style="list-style-type: none">Continue to struggle with recruitment of appropriate staff. Issues include wages, amount of hours available are minimal and the service delivery times are often concurrent making it difficult for the staff to link positions and hours.	<ul style="list-style-type: none">Assist staff in understanding the expectations of the new Collective Agreement.

Program Goals for 2019

<ul style="list-style-type: none">Implement the Miniseries new direction regarding non parent involvement in specialized services

SUPPORTED HOME PLACEMENT PROGRAM

The Supported Home Placement Program (SHP) allows children with disabilities to live in the home of an individual caregiver or family. These children require out-of-home placement for a variety of reasons including school attendance, family breakdown, chronic illness, or high behavioral needs. The program provides accommodation, combined with the family support and nurturing that is provided by a caregiver.

Children have the opportunity to grow and experience success in a safe and healthy environment that is conducive to their skill development, personal empowerment and full participation in their home, family, and community. In 2018, 21 children were served in the Supported Home Placement Program.

Accomplishments and Outcomes

<ul style="list-style-type: none">A suite has been licensed in the basement of one of Parklands newer residences and is being utilized on weekends for respite. Relief issues are now better managed due to more licensed homes.	<ul style="list-style-type: none">Seven children in emergency care over the summer, with four remaining as permanent placements.
<ul style="list-style-type: none">Home study process has been streamlined which has enabled quicker turn around and resulted in additional homes being provided to funders.	
CURRENT ISSUES	
<ul style="list-style-type: none">CFSA has made changes to the CORE training that will need to be re-taught to our service providers over the next two years.	

Program Goals for 2019

<ul style="list-style-type: none">Revamped CORE training for the proprietors and spouses started this year (three-year process).	<ul style="list-style-type: none">Provide short term emergency placements for children from Kasohkewew in the next year.
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CHILDREN'S RESIDENTIAL PROGRAM

The Children's Residential Program provides a home-like atmosphere for children who have disabilities and who require permanent out-of-home placements due to school attendance, family breakdown, or chronic illness. The program provides accommodation combined with personal support staffing. Children experience success in a safe and healthy environment that is conducive to their learning. In 2018, 6 dependents, multi-dependent, and medically fragile children with various disabling conditions and needs were served.

Accomplishments and Outcomes

<ul style="list-style-type: none">Received funding for sensory swing for Dunham Children's residence.
CURRENT ISSUES
<ul style="list-style-type: none">Assist staff in understanding the expectations of the new Collective Agreement.

Program Goals for 2019

<ul style="list-style-type: none">To look at transitioning two older children into a new home, creating another new children's home, while creating space in Children's Medical program that could be filled by new referrals.
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CHILDREN'S RELIEF PROGRAM

The Children's Relief Program offers temporary care and supports to children with disabilities through short-term stays at agency operated children's residences. The program offers families an opportunity to temporarily divest themselves of the demands of a child with special needs and assists in maintaining strong family units. In 2018, 6 dependent, multi-dependent, and medically fragile children each with various disabling conditions and needs were served.

Accomplishments and Outcomes

<ul style="list-style-type: none">Working more effectively with the new FSCD representative coordinating access to our medical group home allowing more weekend placements for medically fragile children to obtain respite, (quarterly meetings).	<ul style="list-style-type: none">One new child completed the intake process into the respite program, and is accessing those services
CURRENT ISSUES	
<ul style="list-style-type: none">Trying to balance the program's availability with the needs and requests for respite time from families.	

Program Goals for 2019

<ul style="list-style-type: none">To continue to improve the agency relationship with FSCD, to ensure that we are continually up to date on respite waiting list priorities.	<ul style="list-style-type: none">Complete quarterly meetings with FSCD
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CHILDREN SPECIALIZED BEHAVIORAL SUPPORT SERVICES

Specialized Behavioral Support Services have been part of the children's program since 2004. The program provides support to children who experience behavior challenges, their families, and frontline staff. Behavioral Supports are provided through the completion of formalized assessments, staff training, family support, and the development of positive behavioral support strategies.

The primary program objective is to increase and enhance the quality of life of the child while increasing opportunities for success. In 2018, 17 children with a variety of behavioral concerns or needs were identified.

Accomplishments and Outcomes

<ul style="list-style-type: none">Revised and presented the positive Behavior Supports presentation to Children's Proprietors.	<ul style="list-style-type: none">Trained Sensory strategies to children's Proprietors.
<ul style="list-style-type: none">Increased documents being submitted in timely manner.	
CURRENT ISSUES	
<ul style="list-style-type: none">The flow of incident reports to the behavior department needs to be revised	

Program Goals for 2019

<ul style="list-style-type: none">Develop training modules that can be accessed by all employees, facilitating skill development and appropriate behavior management.

CHILDREN'S WELLNESS PROGRAM

The Children's Wellness Program has been in existence since 2000 and was primarily created to provide specialized on-site supports to medical fragile children at the Dunham Residence. However, it also provides increased supports to any children in residential services and consults to children's proprietors.

These services may be in the form of hands on assessment and implementation of care, telephone triage, case consults, coordination and referral, medication reviews, and facilitation and participation in care planning with physicians and psychiatrists, nurse specialist, dieticians, occupational therapists, physiotherapists, and other specialties. Procurement and management of Parkland CLASS stock medical equipment is a function of the Nursing Department. Staff education and training, as well as ensuring best practice in current policy and procedure are also a strong focus.

The primary program objective is to maintain or increase quality of life of the individuals in service by optimizing health, promoting wellness, improving/maintain functioning or by decreasing the impact of suffering. All individuals access this service.

Accomplishments and Outcomes

<ul style="list-style-type: none"> Specialized equipment purchased from the funding secured for 100 Men That Give a Damn and The Red Deer Kinsmen. The new activity room was set up in the medically fragile children's residence and all children that access the home are utilizing the equipment. Advertisements will be put in the local newspaper and on SharePoint to thank funders for their contributions. 	<ul style="list-style-type: none"> With new legislation expected – residential staff will be allowed to administer cannabis products. (presently can only be administered by regulated health professionals). Goal is to provide education on medical cannabis.
<ul style="list-style-type: none"> External professional development taken by nursing staff included: <ul style="list-style-type: none"> 2 staff attended the ACH annual Pediatric Education Day 4 staff and Clinical Coordinator/Educator attended a AHS full day Palliative Pain and symptom Workshop 2 staff attended full day Pediatric workshop Clinical Coordinator/Educator completed Pallium LEAP Core (palliative care and pain control) Certification 	<ul style="list-style-type: none"> Three children were started on cannabis treatment.
<ul style="list-style-type: none"> One piece of equipment is still required to fully utilize the activity room at medically fragile children's residence. Goal is to raise funds for this. 	<ul style="list-style-type: none"> Once all equipment is acquired recognition plaques will be purchased and hung at the residence. Funders will be invited to visit to see finished activity room.

Program Goals for 2019

<ul style="list-style-type: none"> With new legislation expected – residential staff will be allowed to administer cannabis products. (presently can only be administered by regulated health professionals). Goal is to provided education on medical cannabis. 	<ul style="list-style-type: none"> Advertisements will be put in the local newspaper and on SharePoint to thank funders for their contributions.
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ADULT RESIDENTIAL SERVICES

Terry Mitchell, Director

Renee Tiffin, Manager

Residential Services provides direct supports through agency operated community homes that offer living arrangements with two or three individuals sharing a home. As an alternative, supports are also provided in proprietor homes or the apartments of individual consumers. All Adult Residential Services conform to the Accreditation Standards of the Canadian Accreditation Council of Human Services (CAC).

Residential programs are operated under the direction of the families, guardians, individuals who are receiving services, Persons with Developmental Disabilities, and other government authorities or agencies. Residential services are provided through Parkland CLASS's Adult Residential Program, the Adult Proprietorship Program, and the Individual Life Styles (ILS) Program.

ADULT RESIDENTIAL PROGRAM

The Adult Residential Program provides housing and accommodation, combined with personal support staff. The resulting service fosters individualized homes and inclusion within the community. Single family homes are most often used with three individuals sharing the cost of both accommodation and staffing. The individual's needs are met while independence, personal empowerment, and participation within their home environment are maximized. In 2018, 108 adults with various needs were served.

Accomplishments and Outcomes

<ul style="list-style-type: none">• Transitioned 4 new individuals into service.	<ul style="list-style-type: none">• Five individuals passed away.
<ul style="list-style-type: none">• Completed 1 House Specific Training.	<ul style="list-style-type: none">• Completed 4 House Specific Trainings.
<ul style="list-style-type: none">• Completed numerous risk assessments and transition assessments.	<ul style="list-style-type: none">• Accepted individual into service from Saskatchewan.
<ul style="list-style-type: none">• Sent 18 employees (mix of Supervisors and management) to Conferences.	<ul style="list-style-type: none">• Moved one individual from Proprietorship to Residential.
<ul style="list-style-type: none">• Collapsed one home to fill existing vacancies.	<ul style="list-style-type: none">• Obtained grants to replace flooring and counter tops in 9 residential homes under our seniors grants.
<ul style="list-style-type: none">• Four Individuals were referred and accepted to COMPASS for assessment.	<ul style="list-style-type: none">• Two PPIC investigations (staff to individual).

CURRENT ISSUES	
<ul style="list-style-type: none"> Filling vacancies with appropriate matches. 	<ul style="list-style-type: none"> Aging population. Individuals passing away – struggling to fill vacancies.
<ul style="list-style-type: none"> Many of the referrals coming to us are for Behaviorally Complex Needs individuals. 	<ul style="list-style-type: none"> Collective Agreement, adapting and changing process.

Program Goals for 2019

<ul style="list-style-type: none"> Continue to work with Funders and Government addressing the challenges of serving individuals with Complex Needs. 	<ul style="list-style-type: none"> Filling current vacancies.
<ul style="list-style-type: none"> Review existing classifications and job descriptions within the residential programs. 	

INDIVIDUAL LIFE STYLES (ILS) PROGRAM

The Individual Life Style Program (ILS) provides support to adults who do not require live-in supports. Individuals generally live on their own in an apartment or basement suite.

Staffing for ILS individuals ranges from 19 to 168 hours per week. In 2018, 8 adults who were served in their own homes.

Accomplishments and Outcomes

<ul style="list-style-type: none"> One individual graduated from the program and is now living independently. 	<ul style="list-style-type: none"> Ongoing training re: office 365 and SharePoint has been provided this year.
<ul style="list-style-type: none"> One new individual came into the program. 	<ul style="list-style-type: none"> Provided Mentoring Matters training to Team Leaders.

CURRENT ISSUES	
<ul style="list-style-type: none"> C.A. / Unionization – adapting and changing process. 	

Program Goals for 2019

<ul style="list-style-type: none"> Review existing classifications and job descriptions within the Residential programs.

ADULT PROPRIETORSHIP PROGRAM

The Adult Proprietorship Program allows adults with disabilities to live in the home of an individual caregiver or family. This service provides accommodation, friendship, and support from a caregiver in a family orientated or roommate environment. In 2018, 21 adults with various disabilities were served.

Accomplishments and Outcomes

<ul style="list-style-type: none">• One person entered and left the program within the year.	<ul style="list-style-type: none">• One individual went into residential group home as emergency placement.
<ul style="list-style-type: none">• One individual gave notice and left service.	<ul style="list-style-type: none">• One long term Proprietor resigned. Currently looking at service options.
<ul style="list-style-type: none">• Provided training to Proprietors (Mental Health and IT such as Office 365 and Employee Center).	<ul style="list-style-type: none">•
CURRENT ISSUES	
<ul style="list-style-type: none">• Finding qualified respite care for individuals.	

Program Goals for 2019

<ul style="list-style-type: none">• Collaborating with other agencies to revamp current Proprietor Service Agreement.	<ul style="list-style-type: none">• Expand the pool of respite providers.
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SPECIALIZED BEHAVIORAL SUPPORT SERVICES

The Specialized Behavioral Support service provides supports to adult individuals who experience behavioral challenges, their families, and their frontline staff. Specialized Behavioral Supports are accomplished through the completion of formalized assessments, staff training, family support, and the development of behavioral support strategies.

The program's goal is to increase and enhance the quality of life of individuals. In 2018, there were 117 adult individuals (91 residential/26 ILS/proprietorship) with a variety of behavioral concerns or needs who received supports.

Accomplishments and Outcomes

<ul style="list-style-type: none"> • Researched programs to provide curriculum for social skills training for adults. Purchased “People Smart Social Skills” program from James Stanfield and partnered with the Relax Crew, Bridging Team, and ILS/Proprietorship coordinators to preview materials, create lesson plans, and design training framework. 	<ul style="list-style-type: none"> • Best practices and behaviour strategies for individuals with Down Syndrome and Dementia combined diagnoses were identified and are being provided as training to staffing teams.
<ul style="list-style-type: none"> • Attended Belonging and Unmet Needs Workshop and used information to enhance strategies in behaviour plans. 	<ul style="list-style-type: none"> • Conducted House Specific Behavioural Training for 4 separate targeted group homes (Bruns, Webster, Duffield, 27 Duston).
<ul style="list-style-type: none"> • One consultant attended a 2-day workshop on Dialectical Behaviour Therapy and Emotion Regulation in August 2017. Training will be ongoing for the next 6 months. 	<ul style="list-style-type: none"> • Completed first behaviour training video on the topic of Power Struggles using iMovie program. The purpose of creating videos is to provide initial training to teams regarding general topics and strategies.
<ul style="list-style-type: none"> • Attended training on Supporting Sexuality for People with Complex Needs via video conference. 	<ul style="list-style-type: none"> • Purchased Zones of Regulation curriculum to foster self-regulation and emotional control.
<ul style="list-style-type: none"> • Attended Trauma Informed Care Workshop provided by COMPASS team. 	<ul style="list-style-type: none"> • Attended one-day Risk Analysis Facilitator Training provided by PDD and have revised the process for conducting Risk Analysis’ to meet standards.
CURRENT ISSUES	
<ul style="list-style-type: none"> • Identifying a process to speed the progression of information when a serious behaviour of concern has occurred to ensure that response procedures are informed and timely. 	

Program Goals for 2019

<ul style="list-style-type: none"> • Complete the remaining lesson plans for the adult social skills group in collaboration with Relax Crew, Bridging Team, and ILS/Proprietorship coordinators. Identify and train a pilot group on the curriculum and gather feedback for future sessions. 	<ul style="list-style-type: none"> • Create additional videos regarding general behaviour training topics and receive feedback from staffing teams as to the effectiveness of this method of initial training. Implement feedback to improve training to best meet the needs of staff and outcomes for individuals.
<ul style="list-style-type: none"> • Ensure that behaviour documents are being reviewed with the application of a Trauma Informed Care approach. Modify current Behaviour Support Plan template to include features from the Wellness Plan template encouraged by COMPASS. 	<ul style="list-style-type: none"> • Provide training to staffing teams on emotional regulation and apply tools from the Zones of Regulation curriculum to individual programs.

ADULT HEALTH AND WELLNESS PROGRAM

The Adult Wellness Program is the outcome of PDD no longer funding a homecare contract that provided services to our adult population, and the implementation of an in-house nursing program with modest PDD funding. The purpose of the program has been to provide specialized on-site supports to individuals requiring nursing intervention and support within the Adult Programs.

These services may be in the form of hands on assessment and implementation of care, telephone triage, case consults, coordination and referral, and medication reviews. Also facilitation and participation in care planning with physicians, psychiatrists, nurse specialist, dieticians, occupational therapists, physiotherapists, and other specialties. Procurement and management of Parkland CLASS stock medical equipment is a function of the Nursing Department. Staff education and training, as well as ensuring best practice in current policy and procedure are also a strong focus.

The primary program objective is to maintain or increase quality of life of individuals in service by optimize health and functioning or by decreasing suffering. All individuals in Adult Services access the “Adult Wellness Program”.

Accomplishments and Outcomes

<ul style="list-style-type: none"> A new Vaccination Initiative was started in January 2018. So far 40 individuals have taken part. 	<ul style="list-style-type: none"> External professional development taken by nursing staff included: <ul style="list-style-type: none"> Parkland CLASS along with Convatec Canada hosted a 1 day Wound Care workshop for nurses and other health care professionals Sept 28/2017. All PCLASS nurses as well as 1 Michener and approximately 40 Alberta Health Services staff attended. 4 staff and Clinical Coordinator/Educator attended an AHS full day Palliative Pain and symptom Workshop Clinical Coordinator/Educator completed Pallium LEAP Core (palliative care and pain control) certification
<ul style="list-style-type: none"> No PLCLASS individuals suffer with chronic wounds. Minimal numbers of wounds were acquired and all were quickly identified and addressed in an appropriate manner resulting in rapid resolve. 	<ul style="list-style-type: none"> Rosehaven provided 5 dementia and dementia related workshops at monthly supervisors’ meetings.
<ul style="list-style-type: none"> Clinical Coordinator/Educator has started a series of Palliative Care workshops given at monthly supervisors meetings. 4 ½ days have been completed so far. 	<ul style="list-style-type: none"> Clinical Coordinator/Educator completed approximately 15 online workshops and webinars on a variety of other health care and related topics.

<ul style="list-style-type: none"> The main injury of concern in fall prevention programs in hip fractures. Since the initiation of the PCLASS fall prevention program (2 years) no PCLASS individual has suffered a hip fracture. 	<ul style="list-style-type: none"> A large inventory of lender equipment has been acquired through donation and scavenging.
<ul style="list-style-type: none"> Health Care Plans for 21 individuals were created for a total of 94 to date. 	
CURRENT ISSUES	
<ul style="list-style-type: none"> The discontinuance of PDD provided (Michener Services) OT and PT services has created an enormous change for both AHS and PCLASS and we are still working out some of the issues. There is additional paperwork involved in the referral process and response time between referral and service is much longer. Presently the Clinical Coordinator/ Educator has taken over all referrals. 	<ul style="list-style-type: none"> With the slower response time for acquiring OT/PT supports, and no longer having PDD to lend equipment, acquiring and supplying necessary equipment is a much greater challenge.
<ul style="list-style-type: none"> The funding for adult nursing services is extremely limited. Homecare continues to refuse to assist with many procedures and services that are provided to the general public. Also, there is an increased demand from outside stakeholders and regulatory bodies for the involvement of health care professionals. This is creating increasing strain in meeting workload demands. 	

Program Goals for 2019

<ul style="list-style-type: none"> Focus for 2019 will be on bringing education previously provided at monthly supervisor meetings to front line staff in the form of shared in-services at monthly staff meetings. 	<ul style="list-style-type: none"> Clinical Coordinator/Educator to train staff nurses on how to train front line staff in Diabetes Management and Insulin Administration.
<ul style="list-style-type: none"> To develop and provided grief support education at monthly supervisor meetings. 	<ul style="list-style-type: none"> Continue Vaccination Initiative.
<ul style="list-style-type: none"> Clinical Coordinator/Educator will attend the Annual Health and Wellbeing for Individuals with Developmental Disabilities Conference. 	<ul style="list-style-type: none"> To complete palliative care training at monthly supervisor meetings (4 more classes to be completed).
<ul style="list-style-type: none"> Clinical Coordinator to complete series of Diabetic Management courses through AHS. 	<ul style="list-style-type: none"> Continued development of health care plans for all individuals in residential.
<ul style="list-style-type: none"> Continue to develop training for staff. 	



COMMUNITY SUPPORTS PROGRAM

Janet Lundquist, Manager

Community Supports programs are alternatives to full-time employment and generally focus on individual access to generic community activities and services. Supports are also provided for group activities which foster development of friendships and peer relations.

Community Supports programs are provided in the community as well as through an agency-operated facility, the RELAX Crew Clubhouse. These programs operate under the direction of families and / or guardians, consumers, and the Persons with Developmental Disabilities Central Alberta Community Board. All Community Supports Programs conform to the Accreditation Standards of the Canadian Accreditation Council of Human Services (CAC).

A segment of the Agency's Community Supports involves providing relief and respite care to families who are caring for an adult son, daughter, or sibling in their family home. Community Supports Programs include the Community Bridging Program, the Adult Respite Care Program, and the RELAX Crew Program.

COMMUNITY BRIDGING

The Community Bridging Program provides supports to individual consumers to facilitate out-of-home community activities that are based on the individual's likes, interests, and abilities. The program provides a structured alternative to employment, if desired, or it supplements the individual's lifestyle. Personal supports are provided so that individual needs are met, and community participation is maximized. In 2018, 66 adults were served in the Community Bridging Program.

Accomplishments and Outcomes

<ul style="list-style-type: none">• Office 365/SharePoint training for all staff.• Positive feedback on the Diversity Training at Bridger Meetings.	<ul style="list-style-type: none">• Increased number of community Partners.
CURRENT ISSUES	
<ul style="list-style-type: none">• Excessive transportation costs.• SP process requires streamlining.• Poor morale with frontline staff.	<ul style="list-style-type: none">• Challenges to serve rural placements.• Staff supervision.

Program Goals for 2019

<ul style="list-style-type: none"> • Maintain one-one staffing for individuals that require this level of involvement. 	<ul style="list-style-type: none"> • Continue to develop strategies to provide more staff supervision and support.
<ul style="list-style-type: none"> • Continue to increase program participants and promote community learning. 	

RELAX CREW

The RELAX Crew Social Club is a consumer directed social, leisure, and recreational organization which gives members increased opportunities to develop and expand friend-ships with other individuals in service who have common interests. This outcome is achieved as individuals participate in a variety of leisure, recreational, and social activities or experiences. In 2018, 321 adults were served; 120 individuals were from Parkland CLASS, 189 were affiliated with various Central Alberta service providers, and 12 had no affiliation.

Accomplishments and Outcomes

<ul style="list-style-type: none"> • Relax Crew supports 18 Volunteer positions – program continues to grow 	<ul style="list-style-type: none"> • Continued support to Self-Advocate groups, and the Self Advocate Conference 2019.
<ul style="list-style-type: none"> • Continued to offer educational and cultural events, in community and club house. 	<ul style="list-style-type: none"> • Westerner Days Parade 1st place.
CURRENT ISSUES	
<ul style="list-style-type: none"> • Relax Crew staff responsibilities increased due to higher number attending with a smaller staff client ratio. 	

Program Goals for 2019

<ul style="list-style-type: none"> • Continue to support Relax Crew membership and self-advocate initiatives. 	<ul style="list-style-type: none"> • Continue to support RC executive to attend self-advocate meetings.
<ul style="list-style-type: none"> • Explore options for the acquisition of a 12 passenger van. 	<ul style="list-style-type: none"> • Continue to support other clubs and agencies in/around the Agency.
<ul style="list-style-type: none"> • Continue to support individuals and their individuals to take an active role in the day to day operations of the clubhouse. 	<ul style="list-style-type: none"> • Continue to offer educational and cultural programs that are of interest and importance to the individual.

ARCTIC SERVICES REPORT

Shauna Mayes, Director

Ed Hatcher, Program Manager

Parkland CLASS is very active in the development and delivery of services for adults and children with disabilities from the Northwest Territories and the Nunavut Territory. These services include residential placements, adult and children proprietorships, ILS placements, and training at the request of the NWT Government.

Services are delivered either in Central Alberta where 16 adults and 2 children with high needs have been relocated, or in the Inuvik Region of the Northwest Territories where 12 adults are being served in two residential projects. The services that support northern adults and children in Central Alberta have been previously reported. The services that are located in the north are the Charlotte Vehus Group Home and the Billy Moore Community Home, which are located in the community of Inuvik, NWT.

CHARLOTTE VEHUS GROUP HOME (CVH)

The Charlotte Vehus Group Home provides medically based residential services for young adults with high medical needs. This service combines a rehabilitation model with a medical support model. In 2018, 7 high needs medically dependent adults were served.

BILLY MOORE COMMUNITY GROUP HOME

The Billy Moore Community Group Home provides residential services to adults with moderate disabilities. This service fosters inclusion within the community while consumer participation and choices are maximized in their home environment. In 2018, 5 dependent First Nations adults with moderate needs were served.

Joint Accomplishments and Outcomes

<ul style="list-style-type: none">• Staff have successfully integrated training and strategies to stabilize one of our long standing individuals suffering from dementia, enabling him to stay at the home.	<ul style="list-style-type: none">• Staff have benefited from the ongoing training provided by the agency and are demonstrating an increase in effectively dealing with behavioral issues.
<ul style="list-style-type: none">• The Agency has hired 35 Indigenous / local staff for both homes which has doubled our local employee base. Although this is an accomplishment, local staff generally take time to consistently fill shifts as they tend to be available for work when cultural practices	<ul style="list-style-type: none">• With the Tuktoyuktuk highway opening individuals people have more contact with their family members who are coming to visits in Inuvik.

such as hunting, berry picking, and community events are not needing to be attended to which places additional demands on scheduling.	
<ul style="list-style-type: none"> • Increase in regular fulltime Indigenous / Local staff. 	
CURRENT ISSUES	
<ul style="list-style-type: none"> • Failure of the original wheelchair van which it may not be feasible to repair. 	<ul style="list-style-type: none"> • Charlotte Vehus short RN Nursing staff.

Program Goals for 2019

<ul style="list-style-type: none"> • Indigenous staff teaching on mental health and dementia training in the upcoming year. 	<ul style="list-style-type: none"> • Contacting Tuktoyuktuk, Income supports program and high schools to increase possible local staffing.
<ul style="list-style-type: none"> • Contact Aurora College LPN program for placements and possible staffing resources. 	



PARKLAND INTERNATIONAL

Dan Verstraete, CEO

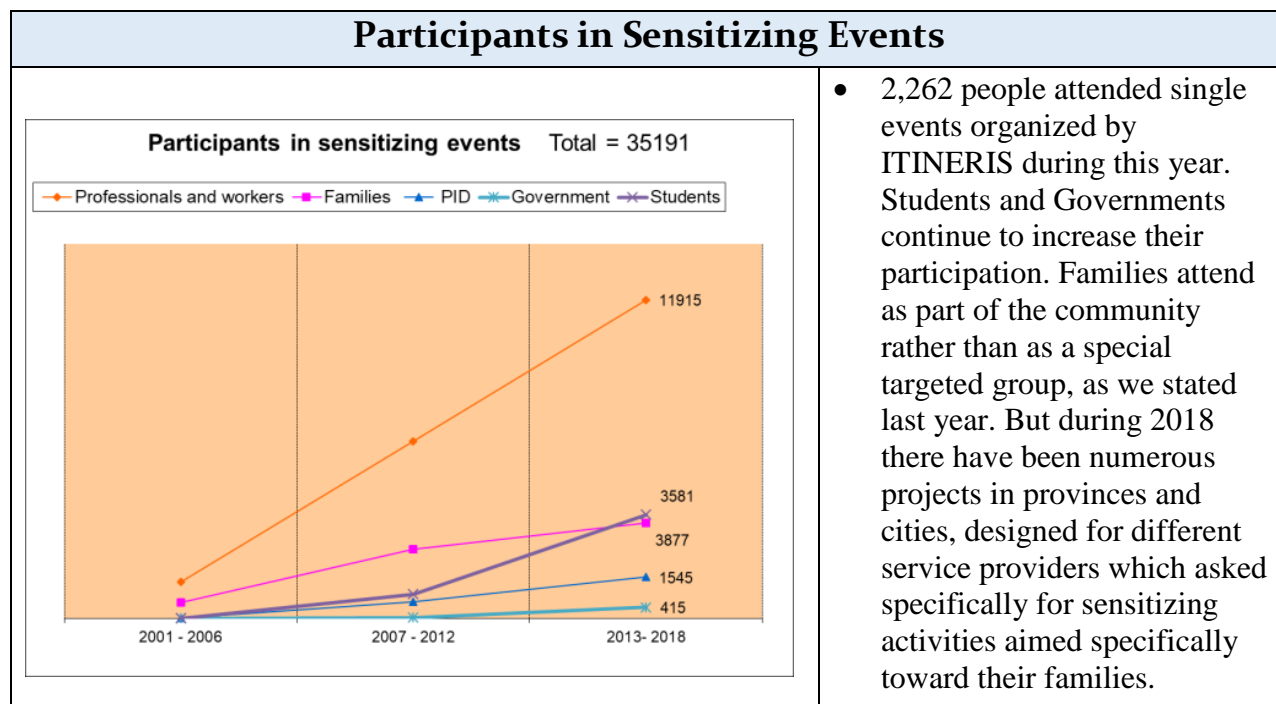
In support of the agency's charitable mandate, in October 1999, Parkland's Board of Directors established the strategic goal – "To become a recognized international NGO with the goal of advancing the status and rights of adults and children with intellectual disabilities, and their families, in developing nations".

Parkland CLASS is directly involved in international development through three separate avenues of international activities. These activities include the delivery of formal conference presentations and workshops, combined with direct involvement at the local, regional, and national levels in Argentina.

CONFERENCE PRESENTATION & ACCOMPLISHMENTS

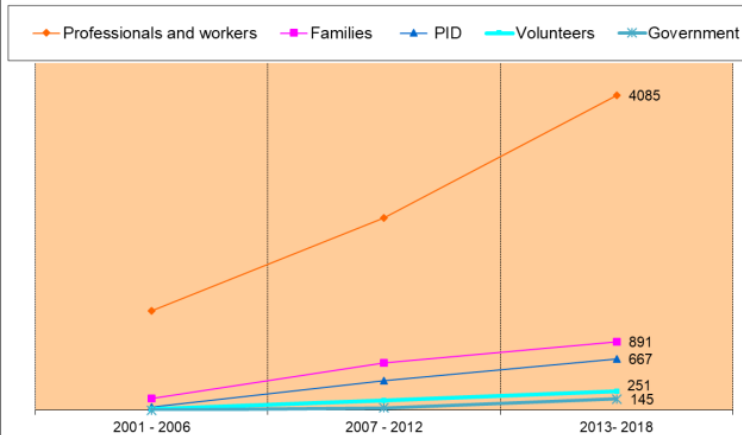
This year saw the completion of the fifth biannual conference in Rosario, Argentina. The pre-conference was held at the University in Rosario and had a strong turnout. The venue that was utilized was filled to capacity. The two days of the conference were located in the Hotel conference center in downtown Rosario and had 420 people in attendance. The poster presentations and the progress of the self-advocates was very impressive. Overall it was a very good conference. Historically Parkland CLASS has been a sponsor and contributor to these well received and attended conferences, which was the case this year as well.

This report shows the whole scope of ITINERIS Foundation Actions, both with and without Parkland CLASS' support. Each graph shows a 6-year frame.



Participants in Training Programs

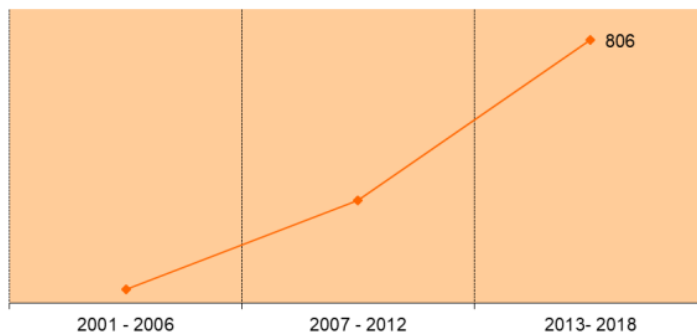
Participants in training programs Total = 6039



- 650 individuals came to the formal training settings. The number of families doubled; government workers and self-advocates increased one third with respect to 2017. Our refined model of training continues to show its effectiveness in creating synergy within organizations and the community in which there are located.

Number of Organizations Reached

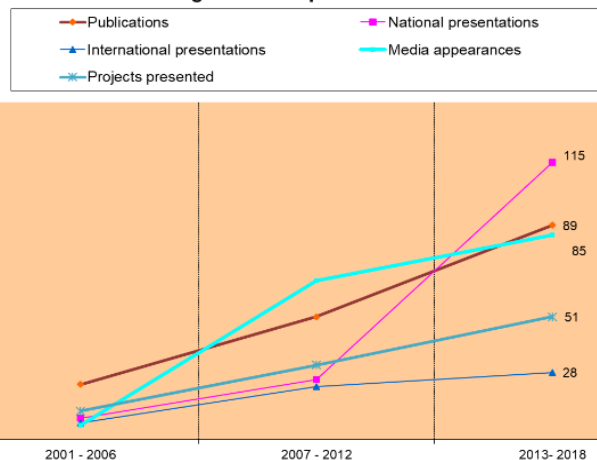
Organizations reached



- There was an increase in the rate of media appearances, due to the 5th Congress in Rosario and many projects in communities that were of interest for the local newspapers, radio and television.

Organizational Presence

Organizations presence

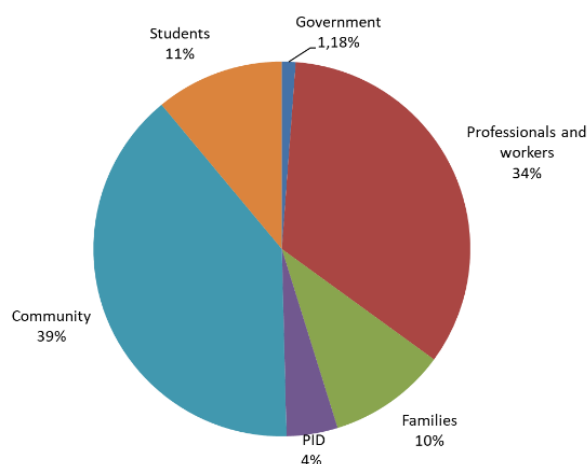


Facebook Presence

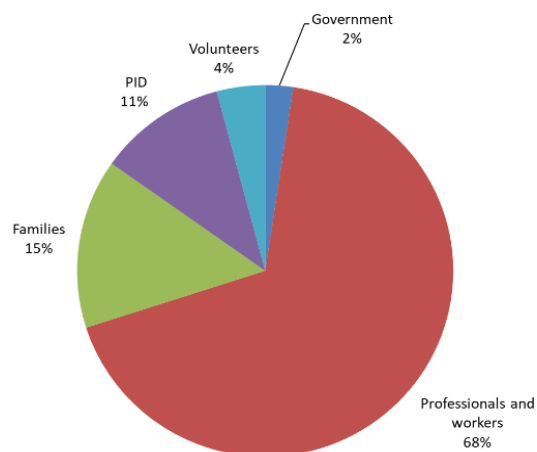
Year	Facebook followers	Annual visits to the web page	Average time of the visits in Seconds
2014	900	6,000	161
2015	1,630	21,578	327
2016	4,000	23,564	415
2017	4,466	25,507	465
2018	6,348	22,000	517

- There is another side, not evaluated, which is the specific impact of certain Facebook publications which are promoted and go beyond our followers, into the general public.
- Our ordinary Facebook publications have a consistent 1500 viewers. Different campaigns, for sensitizing actions, research surveys or calls for action reach more than 12000 people (which does not automatically translate in specific actions from the viewers, but certainly builds a presence in the field). It seems like the web user is turning to social media as the primary source of information or contact and that the regular webpages capture real newcomers in the disabilities field.

Historical composition of audiences in single sensitizing activities
(35191 people)

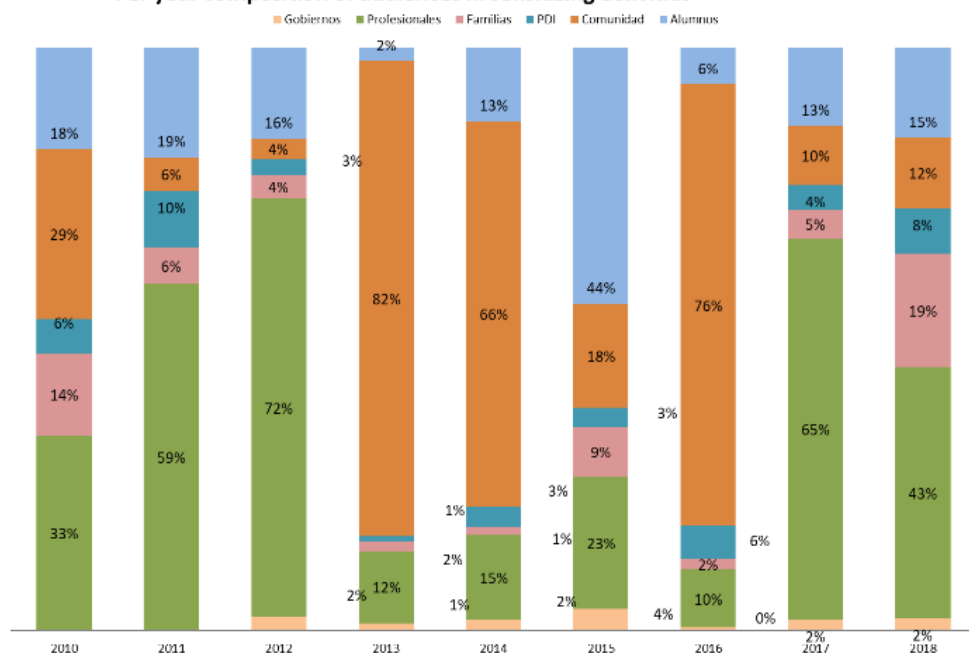


Historical composition of participants in training projects
(6039 people)



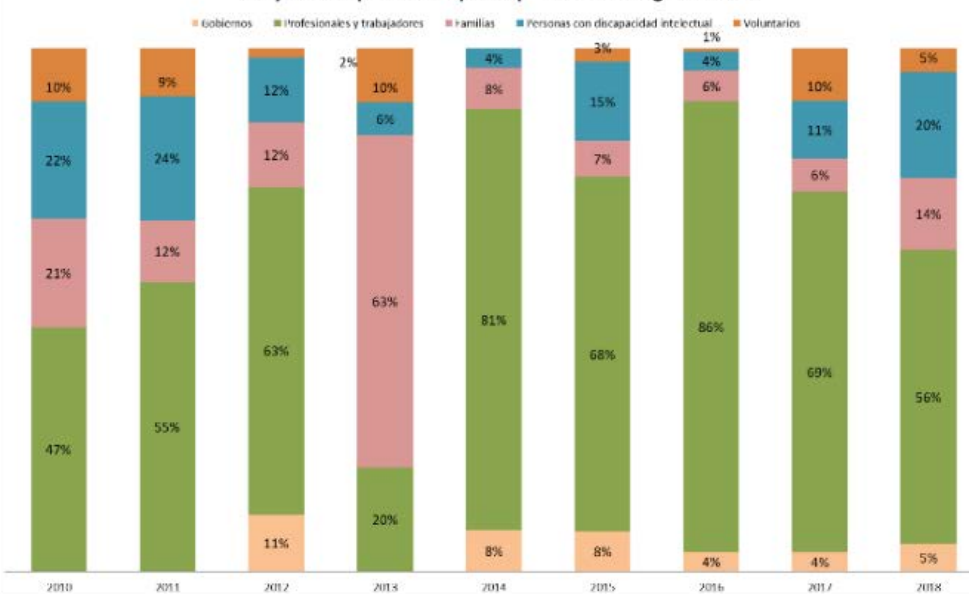
- The overall percentages for activities remains unchanged throughout 18 years.

Per year composition of audiences in sensitizing activities



- As we said before, this year we reached more families and more individuals with disabilities in proportion to past years. The profile for the formal trainings was not modified, except for PID (Persons with intellectual Disabilities), which are the main target in a national distance training program on self-advocacy, many of whom participated in the Rosario Congress.

Per year composition of participants in training activities



- We had made adjustments corresponding to the changes that are occurring with Parkland CLASS as they address their business plan with us. We are hopeful that all the issues will be addressed going forward. We reduced 30% of people receiving training through Parkland CLASS funds and we put the focus on supporting the Argentinian self-advocates movement (half of it was supported this year through Parkland CLASS).

- For the Congress, people with disabilities from big urban areas adapted with no problem to the minimum entrance fee for self-advocates (25% of the general entrance). Parkland CLASS sponsored half of the self-advocates participation from more retired cities, which in some cases received the cities support providing delegates assistance with transportation and food. ITINERI's reality changed dramatically from February (when a 15% of inflation was anticipated) to September, (when small municipalities felt the weight of a 40% inflation, and did not support their self-advocates due to the unanticipated dramatic financial impact of inflation) and at least 4 very committed groups, were forced to withdraw from the conference.

Program Goals for 2019

<ul style="list-style-type: none">• Honour our 2019 commitment supporting the ongoing training and self-advocacy work that is occurring in Argentina.	<ul style="list-style-type: none">• Assist ITINERIS is developing the training program directed toward the “poverty settlement” bordering the city of Buenos Aires.
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It is worthy of note that the handbook to train Self-Advocates was released by ITINERIS in conjunction with the conference this year. This is a significant output which Parkland CLASS has partnered in and will open the door for individuals that are not able to attend self-advocacy training to access the same resources that are being presented in onsite training.