



2019 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

2019 Annual Report

Parkland Community Living and Supports Society is a registered non-profit society serving children and adults with developmental disabilities in Central Alberta, Nunavut, and the Northwest Territories. Our agency also collaborates with Service Providers in Latin America.

In support of Parkland CLASS's Mission Statement, the following values serve as a philosophical reference to guide the Board of Directors and all staff in the development and the delivery of community supports and services:

- **Citizenship:** 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:** empowering individuals to make choices about real life options, including where they live and what they do
- **Support:** every individual, regardless of their disability, is entitled to receive technical, personal, and financial supports, which are necessary to live as independently as possible within the community; and
- **Equality of Opportunity:** ensures that individuals have equal access to aspects of life which are often taken for granted, including education, employment, homes, friendships, and social interaction.

Parkland CLASS has been proactive in developing and improving its programs and services. This Annual Report outlines the Agency's recent accomplishments, its strategic direction, and the future goals that we will undertake in each program and service area. All of this is possible due to the innovative and committed staff that makes up the Parkland CLASS 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** existed 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

The 2019 Annual Report provides an overview of the activities that the Agency is pursuing over the next three years, as well as sharing Parkland CLASS' Board of Directors' perspective of the increasingly challenging environment that currently exists within the disability services field.

Parkland CLASS has historically worked through difficult situations; overcoming challenges is not a new experience for the Agency, in fact it has often resulted in significant positive moves forward. An inherent component of facing challenge is focusing on the opportunities that are found in difficult situations, this has, and continues to be the focus of the Board's Strategic Planning.

The Agency is entering its sixth year with no new funding, and a Government mandate of decreased spending with a fiscal agenda directed at creating new efficiencies in an already tightly run environment. Parkland CLASS' Board of Directors are well aware of the economic realities and the impact that this has on our individuals, employees, Agency operations, our capacity to be innovative and responsive to service requests, and our ability to focus on providing the types of services we have become recognized for. The Board has raised these issues with the Government, the Ministry of Community and Social Services, and our elected officials for the past three years. We will continue to work towards, and advocate for solutions to these challenges within the Agency as well as with our external colleagues and Government.

The Board is aware and very proud of what the Agency has accomplished and continues to do for our individuals. It is our desire, as with past challenges, to seek solutions, extending our 57-year legacy of innovation and creative problem solving; continuing to provide sustainable, quality services to individuals that choose Parkland CLASS as their Service Provider.

Looking ahead...

Major activities in the upcoming year will be our comprehensive Canadian Accreditation Council (CAC) audit of all our adult and children's programs, through three separate lens; Accreditation, Aboriginal and Special Needs Designations. Accreditation is a substantial undertaking, recognizing that the standards have been updated and include over 100 additional new indicators.

The Agency will enter its second round of Union negotiations. It is important to note that the initial Collective Agreement was negotiated anticipating that the Government would provide increased funding, which did not happen and appears will not occur in the foreseeable future, presenting additional financial challenges for the Agency.

In the upcoming year we will be entering a new contract cycle with Persons with Developmental Disabilities (PDD). A key component of this process will be to ensure that the contract supports the Agency's sustainability and ongoing viability, and is congruent with Board Policy and future strategic planning.

The Agency will continue to address the impact of our ageing and progressively more medically dependent individuals. We will focus on continuing to consolidate services as vacancies occur and look for creative and innovative solutions to serve our more medically fragile seniors. Other key areas of consideration will be addressing the issue of transportation and the increasing mandated demands the Government places on the Agency.

As the Agency pursues these activities and initiatives, the Board of Directors recognizes the significant contributions that Frontline Staff, Supervisors, Service Management and Administration provide.

The 2019 Annual Report provides a summary of our current challenges and the activities and accomplishments that have occurred over the past year, operating in an environment of constant change:

- Changing Governments with differing priorities
- Substantive increases in administrative overlays with no additional resources to implement and maintain these changes
- Implementation of Acts and Legislation, without adequate consultation on the impact on existing resources
- Increased administrative and financial demands of unionization with no new resources to address these demands
- The ongoing reality that there will likely be no additional funding for wages as has been the case for the past 6 years
- Staffing turnover of approximately 25% and an employment environment that has decreasing numbers of applicants with education or background specific to the developmental disability field

Notwithstanding our challenges, I am always amazed at our core staff's ability to rise to the occasion and ensure that the service expectations we are known for are maintained.

Overall, this has been a challenging year as we have seen 13 of our individuals pass away. Most of those cases were due to our ageing population and the reality that as an Agency, we tend to focus on medically fragile individuals, which in some instances present as palliative care. Our staff are to be commended for the excellent job that they do to care for our individuals during their end of life transition, which is emotionally demanding and requires staff compassion and commitment.

Due to the loss of some of our individuals, significant organizational changes occurred within a few of our homes due to the vacancies created. These organizational changes required a tremendous amount of planning and movement as we endeavored to manage appropriate roommate selection and environments, while working with Funders, employees and the union to adjust staffing models.

We have spent considerable time and energy preparing the Agency for the upcoming Accreditation review. In addition, we have invested a significant amount of time training supervisors in the Performance Management Framework (PMF), another reporting requirement. Both Accreditation and PMF are integral to our contracts and ongoing funding.

This year has seen the completion of our Enterprise system goal with Finance, Payroll, HR and Scheduling up and running. At this point we have some outstanding functionality to implement and we have entered the ongoing cycle of updating and changing as the system evolves. We were

very pleased that with our former CFO's project leadership, this significant multi-year undertaking came in under budget.

It is important to note that with our increasingly tightening financial position, we have been able to acquire some donations and grants to offset some activities that are not funded in our school and for the maintenance of our homes. Our maintenance team has taken over the upkeep of our playground as a result of the City of Red Deer no longer providing this service, this has allowed us to keep the playground open to the public.

We were pleased that we were able to increase professional fees as well as room and board rates for our proprietors this year, an initiative that we have been working on for quite some time with our funders.

Parkland CLASS' priority is the incremental expansion and refinement of Agency systems and quality services for individuals and families. Our desired outcome is a great place for our employees to work and our individuals to live. The accomplishments of the past year would not have been possible without the continued support and involvement of our Frontline Staff, Supervisors, Service Management, Administration, Individuals, Guardians, Funders and the leadership of our Board.



2019 – 2021 STRATEGIC DIRECTION

Parkland CLASS' Board of Directors and Senior Staff group held their annual three-day planning retreat from October 25th - October 27th, 2019. As a result of the discussions that took place, the following Agency Development, and International Development goals were established. These strategic goals will be pursued over the next one to three years. Strategic goals are in addition to the annual "program delivery goals" that are stated throughout the Agency's 2019 Annual Report.

AGENCY DEVELOPMENT GOALS

1. Analyze the new Disabilities Services contract and develop a tactical response to the various elements of the new template. This response should mitigate or minimize any negative contract impacts, where possible. The response should also optimize the management and use of financial resources while, at the same time, maintaining full and defensible compliance to the various contract terms.
2. A Board committee will be formed to assess the impact of the PDD contract template on the organization's sustainability, congruency with Board Policy and congruency with future strategic planning and to recommend if it is viable for the organization to enter into future contracts.
3. Complete the transition from our existing SharePoint system to the new ShareVision platform, to include development of file management, onsite technical training and the completion of a Parkland CLASS system manual.

INTERNATIONAL DEVELOPMENT

- Future possible international initiatives will be reviewed by the Board that are in compliance with the United Nations Convention on the Rights of Persons with Disabilities and support Parkland CLASS' Mission Statement. The decision to proceed will be determined based on a thorough review of the organizations prevailing circumstances and Parkland CLASS' ability to undertake an additional project at that time.

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 Technology 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 modification, sensory stimulation, and medical needs of students. There were 10 full time multi-dependent handicapped students who were served in 2019, ranging in age from 7 to 20 years.

Accomplishments and Outcomes:

| PRIMARY CLASSROOM | SECONDARY CLASSROOM |
|--|---|
| <ul style="list-style-type: none">• 3-4 students back to using their walkers daily. | <ul style="list-style-type: none">• One student graduated in June, 2019. |
| <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 progressed from attending one class to all regular school classes. |
| <ul style="list-style-type: none">• All students enjoyed a busy schedule with 1-2 academic classes per day plus activities and therapies in their homeroom | <ul style="list-style-type: none">• The students developed flexibility while dealing with a lot of staffing changes. |
| <ul style="list-style-type: none">• Fine motor activities now done in the classroom to facilitate the students spending more time in their walkers. | <ul style="list-style-type: none">• They all adjusted and adapted very well. |
| | <ul style="list-style-type: none">• Students exhibited less tactile defensiveness due to the added sensory play this term (foot baths, lotion rubs, hand over hand activities and water play incorporating different textures were used). |

Program Goals for 2020:

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| <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">Continue with more sensory exploration for all students by adding more activities. |
| <ul style="list-style-type: none">Secondary to add more switch activities to teach cause and effect. | |

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 2019, 17 trainable, dependent, and multi-dependent students were served, ranging in age from 8 to 20 years.

Accomplishments and Outcomes

| JUNIOR CLASSROOM | SENIOR CLASSROOM |
|---|--|
| <ul style="list-style-type: none">One student from the Primary classroom successfully integrated into the classroom.Several students used the specialized trikes for exercise and skill development. | <ul style="list-style-type: none">Successful transition of a new classroom teacher with very little disruption to routine.One new student was welcomed into the classroom in January, 2019 with great success. Her classmates showed great acceptance and patience during the transition. |
| ADVANCED CLASSROOM | |
| <ul style="list-style-type: none">Students and staff immersed themselves in an extensive, on-going research assignment based on the Canada Winter games held in Red Deer this year. | <ul style="list-style-type: none">There was much more incorporation of Smartboard activities into the Advanced curriculum due to the teacher increasing her skills in the use of Integrative Flat Panels. |



| LANGUAGE/READING CLASS | MATH/FINE MOTOR CLASS |
|---|--|
| <ul style="list-style-type: none"> There has been continued exposure to books through Starfall, school library and iPads. | <ul style="list-style-type: none"> Success was shown with fine motor skills resulting in minimal prompting from the Aide when tracing numbers and letters, gripping felts and pens correctly, cutting, gluing, sorting and placing objects in left to right sequence. |
| <ul style="list-style-type: none"> Unlocking Phase 2 of GEMIINI has provided access to 100,000 videos for on-line, video-modeling learning and individualized focus for all students. | <ul style="list-style-type: none"> Opportunity was increased for more involved hands-on learning (daily sign-in calendar, use of Smartboard choices and assisting with basic numeracy activities). |
| SNACK CLASS | SENSORY PROGRAM |
| <ul style="list-style-type: none"> Students made progress in the acceptance and willingness to try different foods and textures. | <ul style="list-style-type: none"> A few students followed physiotherapy rehabilitation programs post-surgery this term and improvements were seen as they worked to increase strength, range of motion, weight-bearing and use of walkers again. |
| <ul style="list-style-type: none"> Greater independence and increased awareness of kitchen skills was exhibited as receptive language skills improved due to the GEMIINI Speech Program. | <ul style="list-style-type: none"> Students learned more about expectations and routines, so less time was wasted in load-up. This gave the students a greater degree of regulation translating into more success in classes. |
| PRE-VOCATIONAL | TRANSPORTATION |
| <ul style="list-style-type: none"> The students showed more confidence in asking for help when needed. | <ul style="list-style-type: none"> The Goshen 2 was used for the back-up. Goshen 2 was transferred over to the Maintenance Department of Parkland CLASS in June, 2019 to become part of their fleet. |
| <ul style="list-style-type: none"> The students have more confidence overall in the community and show enjoyment of job responsibilities. | <ul style="list-style-type: none"> There were thirteen snow days where buses did not run and two complete closure days due to extreme cold weather/road conditions. |
| ENROLLMENT | TECHNOLOGY |
| <ul style="list-style-type: none"> One new student was enrolled in January, 2019. | <ul style="list-style-type: none"> Fifteen used laptops were received from "Computers for Schools" this term. |
| <ul style="list-style-type: none"> Three students graduated in June, 2019. | STAFFING |
| <ul style="list-style-type: none"> Two new students are enrolled for September, 2020 at this time with one more pending. | <ul style="list-style-type: none"> Two of our teachers earned their S-Endorsement certifications in June, 2019 after an intensive 2-day training course and driver's exam. |
| DONATIONS | ALBERTA EDUCATION |
| <ul style="list-style-type: none"> We rely more than ever on donations to keep our special programs and events happening, but they were very scarce this year. | <ul style="list-style-type: none"> Alberta Education visited in February, 2019 to approve the 3- year plan/AERR document and tour the school. |

Program Goals for 2020

| PRE-VOCATIONAL TRAINING | SENSORY INTEGRATION |
|---|---|
| <ul style="list-style-type: none"> Three students from the Advanced Classroom will be doing pre-vocational training at Bibles for Missions throughout the year. | <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). Generate more funds to pay for OT visits. |
| LANGUAGE/READING CLASS | MATH/FINE MOTOR CLASS |
| <ul style="list-style-type: none"> Gain further knowledge of all GEMINI capabilities and create formats to highlight specific goals and use assessments to track progress. | <ul style="list-style-type: none"> Improve numeracy and fine motor skills simultaneously by using math games, Smartboard apps and math-based cutting and gluing activities. |
| JUNIOR CLASSROOM | SENIOR CLASSROOM |
| <ul style="list-style-type: none"> Continue to encourage students to communicate their wants and needs through their preferred means. | <ul style="list-style-type: none"> Continue to increase independence with personal care and hygiene for student to build confidence and self-awareness. |
| ADVANCED CLASSROOM | |
| <ul style="list-style-type: none"> To keep current with the iPad and Smartboard technologies to best serve the students and continue to expand IFP usage skills. | |
| TRANSPORTATION | |
| <ul style="list-style-type: none"> Utilize the Action bus to transport all students in wheelchairs back and forth to school. | <ul style="list-style-type: none"> Utilize the Allstar bus to transport all ambulatory students to school and home. |
| <ul style="list-style-type: none"> Utilize the Senator bus for some afternoon outings during the week, field trips and as a back-up for the Allstar. | <ul style="list-style-type: none"> These changes in transportation will reduce the demands on the overall school budget. |

TECHNOLOGY PROGRAM

The Parkland School Technology 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 2019, 25 trainable, multi-dependent and dependent students were served.

Accomplishments and Outcomes

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| <ul style="list-style-type: none"> Smartboards and the Starfall apps delivered a diverse array of learning opportunities to all the students this term. |
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Program Goals for 2020

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| <ul style="list-style-type: none"> Continue to utilize all the technology we have to expand the teaching opportunities for our students. |
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AUGMENTATIVE COMMUNICATIONS PROGRAM

The Parkland School 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 living skills. In 2019, 25 multi-dependent, dependent and train-able students with very limited, or non-existent, communication skills were served. Students ranged in age from 8 to 20 years.

Accomplishments and Outcomes

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| <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 and 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">• One new student is very proficient with her iPad and communication app. |
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Program Goals for 2020

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| <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

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 CLASS' 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, childcare, behavior supports, and community involvement activities. In 2019, 26 multi-dependent and dependent children, and their families, were served.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">Continued to maintain a collaborative approach with all therapists involved in Specialized Services programming. Therapists include Speech Language Pathologists, Psychologists, OT and PT's. | <ul style="list-style-type: none">Continued work with FSCD to implement the new ages and stages service delivery model, worked with the Public and Catholic school boards to ensure consistency between home and school behavior/developmental programming. |
| <ul style="list-style-type: none">Serving a more diverse population of families than in previous years which required research specific to cultural parenting. | |

Program Goals for 2020

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| <ul style="list-style-type: none">Continue to implement the Ministries changing direction regarding nonparent involvement in specialized services. | <ul style="list-style-type: none">Continue to update education to ensure best practices and around diverse cultures. |
| <ul style="list-style-type: none">Implement creative hiring practices in order to fill program requirements and assist with Agency gaps. | |

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 can 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 2019, 19 children were served in the Supported Home Placement Program.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">• Revamped CORE training for the Proprietors and spouses started this year (three-year process). Over the Spring of 2019 the CFSA released a handful of new modules for CORE training. Over the Summer of 2019 the CFSA has pulled back the new CORE training and our Proprietors were not trained in the new models. The Agency is directed to continue to teach the old material and no longer teach any new material. Starting in October, Parkland CLASS will start teaching modules and open the training to the Region. This will run every Tuesday from October, 2019 to January, 2020. This will be at a pace of 2 modules a day. | <ul style="list-style-type: none">• The program has been able to recruit a foster parent to do short term emergency placements for KCWS. She was licensed on August 26th, 2019 and her first emergency placement started the same day. This will be a 4-day placement with 2 babies (1 month old and 1-year-old brothers). She will cover this until the permanent foster parents are able to take over when they are back from holidays. This is an extra resource for KCWS and diversifies our services to them. |
| <ul style="list-style-type: none">• We had 7 new children join the program over this past year. Two of those children were repatriated with their biological parents. | <ul style="list-style-type: none">• The new home study writer has been very successful with getting home studies approved by the CFSA. Currently we have 4 applicants in various stages of the process of signing up. |
| <ul style="list-style-type: none">• We have successfully set up over the past year 5 new foster homes and 1 new in-home respite provider. | <ul style="list-style-type: none">• Providing training to our foster parents over the year from Parkland CLASS Behaviourists included behaviour supports, Anxiety in Children, Signs of Safety, along with additional Agency training on systems, paperwork and finances. |

Program Goals for 2020

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| <ul style="list-style-type: none">• Recruit foster parents that have specific skill to accommodate new children with special needs. | <ul style="list-style-type: none">• Ensure that all foster parents that have children under the age of 3 have "Safe Babies Training". |
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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 Children's Residential Program provides accommodation, which is combined with personal support staffing. Children experience success in a safe and healthy environment that is conducive to their learning. In 2019, 4 dependents, multi-dependent, and medically fragile children with various disabling conditions and needs were served.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">Flooring, cabinets and paint replaced in Dunham home. | <ul style="list-style-type: none">Have expanded the inclusiveness of the children within community events and activities. |
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Program Goals for 2020

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| <ul style="list-style-type: none">Transition two children into adult services and fill vacancies. | <ul style="list-style-type: none">Streamline documentation and process within the children residential home. |
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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 Children's Relief Program offers families an opportunity to temporarily divest themselves of the demands of child rearing, and assists in maintaining strong family units. In 2019, 5 dependent, multi-dependent, and medically fragile children each with various disabling conditions and needs were served.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">We currently have 5 children accessing the respite program. | <ul style="list-style-type: none">We have had 1 child stop accessing the program due to the family and child's needs changing at this time. |
| <ul style="list-style-type: none">We have completed 1 intake for a new child, however she has not begun to access the program as we are waiting for her contract. | <ul style="list-style-type: none">We have 3 additional possible children that we will be reviewing. |

Program Goals for 2020

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| <ul style="list-style-type: none">To create additional systems that allow for more in depth orientation information on each child. |
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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 2019, 7 children with a variety of behavioral concerns or needs were identified.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">Identified topics and developed training modules which can be accessed by employees which facilitate skill development and appropriate behaviour management. Topics include: power struggles and behaviour basics. | <ul style="list-style-type: none">Provided anxiety workbooks to two foster parents for their children and received positive feedback. |
| <ul style="list-style-type: none">Offered support and mentorship as required. | |

Program Goals for 2020

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| <ul style="list-style-type: none">Respond to individual concerns with targeted training. | <ul style="list-style-type: none">Develop and deliver a presentation on Anxiety to Children's Proprietors. |
| <ul style="list-style-type: none">To complete ACDS Positive Behaviour Supports Train the Trainer Course, 2-day workshop consistent with CET Standards. | |



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. The program also provides nursing to children in Residential Services and provides consultation 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 individuals in service by optimizing health and functioning, focusing on preventative health strategies and minimizing the impact of chronic conditions or disease. All individuals access this service.



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 Central Alberta, and other government authorities or agencies as appropriate. 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 24-hour 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 2019, 114 adults with various needs were served.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">• Transitioned 3 new individuals into service. | <ul style="list-style-type: none">• Nine (9) individuals passed away. |
| <ul style="list-style-type: none">• Completed 1 House-Specific Training with all staff. | <ul style="list-style-type: none">• Completed numerous risk assessments and transition assessments. |
| <ul style="list-style-type: none">• Sent 15 employees (mix of Supervisors and management) to Conferences/training. | <ul style="list-style-type: none">• Moved two individuals from Proprietorship to Residential. |
| <ul style="list-style-type: none">• Closed one rental home (Dodge) and moved individuals to Munro home. | <ul style="list-style-type: none">• We continue to have individuals referred and accepted to COMPASS for assessment. |
| <ul style="list-style-type: none">• We had one long term employee (23 years) pass away. | <ul style="list-style-type: none">• 1 PPIC investigations (staff to individual). |
| <ul style="list-style-type: none">• 3 Investigations took place in adult residential under the New Workplace Safety Risk Assessment Process to meet OH&S requirements. | <ul style="list-style-type: none">• 9 Supervisors resigned this past year. |

Program Goals for 2020

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| <ul style="list-style-type: none">Continue to work with Funders and Government to serve individuals with Complex Needs, both medical and behavioral. | <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. | <ul style="list-style-type: none">Successful succession planning for Manager/Director roles. |

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 (13) thirteen to (168) one hundred sixty-eight hours per week. In 2019, 6 adults who were served in their own homes.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">One new individual came into the program. | <ul style="list-style-type: none">One Team Lead completed “Mentoring Matters”. |
| <ul style="list-style-type: none">Two individual-specific trainings were developed and completed with the team. | |

Program Goals for 2020

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| <ul style="list-style-type: none">Cross training ILS staff to provide better service to all ILS individuals. |
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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 2019, 19 adults with various disabilities were served.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">• One person entered the program and 3 left the program within the year. | <ul style="list-style-type: none">• Two individuals went into Residential Services. One went to Family Managed Care. |
| <ul style="list-style-type: none">• One long term Proprietor retired. | <ul style="list-style-type: none">• Successfully increased participation at Proprietor meetings. |

Program Goals for 2020

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| <ul style="list-style-type: none">• Expand the pool of respite providers. | <ul style="list-style-type: none">• CAC Accreditation. |
| <ul style="list-style-type: none">• Look at development of a training program for Proprietors (similar to Mentoring Matters for Supervisors). | <ul style="list-style-type: none">• Develop Service agreement for respite providers. |

SPECIALIZED BEHAVIORAL SUPPORT SERVICES

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 the individual. In 2019, there were 152 adult individuals who received behaviour supports (126 residential and 26 ILS / proprietorship) with a variety of behavioral concerns or needs identified.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">• Completed the remaining lesson plans for the adult social group in collaboration with the Relax Crew, Bridging Team, and ILS/Proprietorship coordinators. Meeting scheduled on September 25, 2019 to identify a pilot group and begin training the curriculum. | <ul style="list-style-type: none">• Reviewed behaviour documents with the application of the Trauma Informed Care approach and aligned strategies as required. Modified current Behaviour Support Plan template to include beneficial features from the Wellness Plan template encouraged by COMPASS. |
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| <ul style="list-style-type: none"> Created video for general behaviour training (example: power struggles video) and plan to create and offer additional training (example: anxiety presentation). | <ul style="list-style-type: none"> Zones of Regulation curriculum was delivered to two staffing teams and strategies for emotional regulation was entered into several behaviour support plans. |
| <ul style="list-style-type: none"> Developed a spreadsheet program to efficiently manage SMT documents, reduce processing effort, and generate meaningful statistics to monitor issues and usefulness of corrective strategies. | <ul style="list-style-type: none"> Attended ACDS 2019 Annual Conference with topics including Advanced Care Planning, Autism & Invisible Disabilities in the Workplace, and Building Safety & Training in the Workplace. |
| <ul style="list-style-type: none"> Created and facilitated two direct experience Sensory Workshops for the Relax Crew Members which were well attended and generated positive feedback. | |

Program Goals for 2020

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| <ul style="list-style-type: none"> Revise the Risk Assessment Template into an Excel Spreadsheet to make it more functional. | <ul style="list-style-type: none"> Construct Periodic Service Reviews to monitor the implementation of Behaviour Support Plans, Positive Approaches, and Restrictive Practices. |
| <ul style="list-style-type: none"> Complete ACDS Positive Behaviour Support (PBS) Train the Trainer course. | |

ADULT HEALTH AND WELLNESS PROGRAM

The purpose of the Adult Health and Wellness 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. The services also involve facilitation and participation in care planning with physicians, psychiatrists, nurse specialist, dietitians, 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 of this program.

The primary program objective is to maintain or increase quality of life of individuals in service by optimizing health and functioning, focusing on preventative health strategies and minimizing the impact of chronic conditions or disease.

All individuals in Adult Services access the “Adult Wellness Program”.

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, Individuals in service, and in collaboration with PDD, Central Region. All Community Supports Programs conform to the Accreditation Standards of the Canadian Accreditation Council of Human Services (CAC). Community Supports Programs include the Community Bridging Program, and the RELAX Crew Program.

COMMUNITY BRIDGING

The Community Bridging Program provides supports to individuals 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 2019, 66 adults were served in the Community Bridging Program.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">• Successfully transition to bi-weekly payroll and move to an online payroll system. | <ul style="list-style-type: none">• Updated/ streamlined paper processes to be able to extract relevant data and improve Performance Management Reporting. |
| <ul style="list-style-type: none">• Adapting to new Collective Agreement which has presented challenges for both employees, management and the individuals we serve. | |

Program Goals for 2020

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| <ul style="list-style-type: none">• Educate Supervisors and other departments about the program and new processes. | <ul style="list-style-type: none">• Evaluate current and future needs and program requirements. |
| <ul style="list-style-type: none">• Prepare for CAC Accreditation. | |

RELAX CREW

The RELAX Crew Social Club is an Individual directed social, leisure, and recreational organization which gives members increased opportunities to develop and expand friendships 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 2019, 298 adults were served; 109 individuals were from Parkland CLASS, 165 were affiliated with various Central Alberta service providers, and 24 had no affiliation.

Accomplishments and Outcomes

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| <ul style="list-style-type: none">Relax Crew continues to support 18 Volunteer positions. | <ul style="list-style-type: none">The Self-Advocate conference has been discontinued due to lack of financial support. |
| <ul style="list-style-type: none">Westerner Days Parade float entry won 3rd place. | <ul style="list-style-type: none">Obtained 2 buses from Parkland School. |
| <ul style="list-style-type: none">Continue to advance the Life Skills Program. | <ul style="list-style-type: none">Obtained bus passes for support staff to assist individuals use of public transit. |
| <ul style="list-style-type: none">Red Deer Action Group Society donated 1000 free bus tickets for our individuals. | <ul style="list-style-type: none">Relax Crew Assistant position made permanent. |

Program Goals for 2020

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| <ul style="list-style-type: none">Promote members/ individuals to join CAAN Program (Central Alberta Advocacy Network). | <ul style="list-style-type: none">CAC Accreditation. |
| <ul style="list-style-type: none">Continue to support other clubs and agencies in/around Red Deer. | <ul style="list-style-type: none">Continue to support members 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 members. | |
| <ul style="list-style-type: none"> | |



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 15 adults with high needs have been relocated, or in the Inuvik Region of the Northwest Territories where 14 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 2019, 8 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 2019, 6 dependent First Nations adults with moderate needs were served in 2019.

Joint Accomplishments and Outcomes

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| <ul style="list-style-type: none"> Staff and individuals presented employment opportunities to the Tuktoyuktuk High school and discussed the nature of the assistance that individuals require from caregivers. | <ul style="list-style-type: none"> Staff are taking individuals up to Tuktoyuktuk on a regular basis to sustain relationships with family members. |
| <ul style="list-style-type: none"> The New Tuktoyuktuk highway has provided increased opportunities for traditional activities, individuals are spending more time picking berries and doing outings on the land as a direct result of the Tuktoyuktuk highway. | <ul style="list-style-type: none"> Staff successfully transitioned one of our long-standing individuals from the Billy Moore Home to the Charlotte Vehus Home to receive nursing and day to day supports as a result of late stage dementia. |
| <ul style="list-style-type: none"> Two individuals from Billy Moore Home travelled on vacation outside NWT to Whitehorse. | |

Program Goals for 2020

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| <ul style="list-style-type: none"> Contact local Education Culture and Employment Office to aid in hiring local people. | <ul style="list-style-type: none"> Confirm NWT contract for the 2010 year/ |
| <ul style="list-style-type: none"> Repair or replace bus. | <ul style="list-style-type: none"> Attract more Nursing staff. |



PARKLAND INTERNATIONAL

Dan Verstraete, CEO

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.

Parkland CLASS' Key International Activities:

Conference Presentation and Accomplishments

This was Parkland CLASS's last committed year providing funding to ITINERIS. The funds were utilized on several fronts; assisting with the publishing of their Person-Centered Planning Book which is freely available to anyone that is interested, as a PDF. This is an excellent document and increases the reach and impact of ITINERIS and their work. In addition, ITINERIS has provided numerous training sessions in advocacy and person centered planning. The fifth cohort has completed the University program in person centered planning, developed and delivered by ITINERIS. They successfully facilitated the third Federal Self Advocates meeting, this was the first meeting of the third cohort of self-advocates that completed their training, bringing together individuals from 25 cities. Lastly they were able to complete a training program with impoverished individuals living in a shanty town. Worth noting is that this was all done in the context of significant political and financial turmoil within Argentina.

