



# 2020 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

## 2020 Annual Report

**P**arkland Community Living and Supports Society is a registered non-profit society that provides a continuum of services for children and adults with developmental disabilities. We are located in Central Alberta, and the Northwest Territories, as well as partnering 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.

This Annual Report is a summary of the Agency's recent accomplishments, and program outcomes. All made possible due to the innovative and committed staff that make up the Parkland CLASS team.





**Parkland Community Living and Supports Society  
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Parkland CLASS provides services to approximately **450** children, adults and families

**Parkland CLASS has 7 dedicated board members**

**P**arkland 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

**P**arkland 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](http://www.parklandclass.org)

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### Don Oszli

*Parkland CLASS Board President*

This past year has been extremely eventful, for not only Parkland CLASS, but also for all who have met the challenge of COVID-19. Last year I shared Parkland CLASS' Board of Directors perspective with the increasingly challenging environment that we were experiencing within the disability services field. Unfortunately, those challenges continue and are in fact compounding with the financial realities that Alberta is facing.

The Agency completed its recent two-year contract with PDD, our largest funder. Our current three-year PDD contract has not provided any additional funding, and has shifted its mandate to focus only on critical and urgent services. This creates compounding challenges as we look for ways to sustain our services focusing on "quality of Life". As a Service Provider that has been tightening its belt for several years, we are experiencing the challenges of an austere funding environment, as we focus on maintaining our services.

As a Board, we are very pleased with the ongoing contribution of the organizations staff as they pursue both the strategic and operational realities of the organization. This year has been extremely challenging for everyone, and we are grateful for the team's commitment and dedication to those we serve as the world navigates the COVID crisis.

The organization successfully achieved another four-year accreditation and added a third enhanced designation as a mental health provider to our Specialized and Indigenous service provider designations.

The Board is proud of what employees have accomplished and continue to do for the Individuals we serve, during these challenging times. As I have said in the past, it is our desire, to seek solutions, extending Parkland CLASS' 58-year legacy of innovation and creative problem solving. To continue to look for sustainable and innovative solutions for those Individuals that choose Parkland CLASS as their Service Provider pursuing their lives in the community.

As a Board, we are acutely aware of the current economic realities and the impact that this has on our Employees, the Individuals we serve, Agency operations and our ability to be innovative and responsive to service requests. Our activities in the upcoming year will centre on reviewing the organizations mission in the context of Alberta's current financial position and the proposals of the employee's union as we negotiate through collective bargaining. Our reality is very simple; we must remain financially viable and sustainable if we are to continue our legacy. As the Board and Agency pursues these initiatives, it is our intent to work with all the constituents with the long-term goal of continuing to provide the services that our individuals expect of us.

*The Board of Directors recognize the significant contributions and impact that our Frontline Staff, Supervisors, Service Management and Administration have made on our past and will make in our future.*



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### Looking Ahead...

Major activities in the upcoming year will be continuing to navigate the ongoing COVID-19 crisis.

The Agency will continue its negotiations with the Union in an effort to arrive at a sustainable agreement. It is important to note that the initial Collective Agreement was negotiated anticipating that the Government would provide increased funding, which did not happen; presenting additional financial challenges for the Agency as it is presented with increasing financial demands from the union.

In the upcoming year we will work with Persons with Developmental Disabilities (PDD), to successfully maintain our focus on mission, in the context of PDD's "critical and urgent" environment. 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.

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.



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### Dan Verstraete

*Parkland CLASS CEO*

This report summarizes our current realities and our committed staff's activities and accomplishments while meeting the added challenges imposed by the COVID-19 crisis of the past year.

In 2020, Parkland CLASS has experienced the impact of several pressures that continue to create challenges for our operations:

- The UCP governments focus on cost-cutting and proposed changes to the Disabilities ministry
- Persons with Developmental Disabilities (PDD) provision of a further 3-year contract with no increase in funding, extending our term to 10 years with no funding increases
- PDD's shift to 'critical and urgent' from the person-centred focus which has led to a significant change in how PDD works with the Agency, and the approval process for Individual referral changes
- Ongoing impact unionization has on our administrative, financial and human resources

Overall, this year has presented numerous unique challenges as we strived to maintain our individual's service plan goals with all of the COVID-19 restrictions. The impact extended to the maintenance of our administrative functions, training, and our day programming management. The term unprecedented in the context of the challenges our staff have faced is not an overstatement. We have had to restructure our staffing to meet AHS health orders, which has presented challenges with working environments and access to technology. As was the case last year, we have continued to consolidate services as we manage vacancies and mitigate their financial impact on the organization. Our Service Management Team is to be commended for their commitment to planning, focusing on compatible roommate selection and appropriate environments while working with employees and the union to adjust staffing models.

The significant time and energy that went into preparing the Agency for the Accreditation review resulted in another 4-year accreditation and the addition of a mental health designation to our specialized needs designation and aboriginal service provider designation. This was a tremendous accomplishment and would not have occurred without the efforts of all who were involved. This year has seen the completion of our new ShareVision platform's implementation and the transition of all our policies and procedures to plain language and the Zavanta software, congratulations to the operations team for all their hard work.

The addition of another 3-year flat PDD budget will continue to present challenges as we go forward, recognizing that our initial collective agreement was predicated upon PDD providing the last promised funding increase, which never occurred. PDD currently reviews our service models from the perspective of 'critical and urgent'. As a result, we are starting to experience challenges maintaining the service levels our individuals currently receive.

I will conclude by focusing on the tremendous job the employees of Parkland CLASS have done in light of COVID-19 and our service models' demands. I am confident that our employees will continue to demonstrate their commitment and resilience as we meet our current challenges.

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### Parkland School

### Trudy Lewis

*Parkland School 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 eleven (11) full time multi-dependent handicapped students served in 2019/20, ranging in age from 7 to 20 years.

#### **Accomplishments & Outcomes**

PRIMARY CLASSROOM	SECONDARY CLASSROOM
<ul style="list-style-type: none"><li>• The classroom welcomed two new students (Sept + Feb) and one new staff.</li></ul>	<ul style="list-style-type: none"><li>• One student graduated in June/20.</li></ul>
<ul style="list-style-type: none"><li>• All students enjoyed a busy schedule with 1-3 academic classes per day plus all the activities and therapies in their homeroom as well.</li></ul>	<ul style="list-style-type: none"><li>• All students attended 3-4 academic classes per day.</li></ul>
<ul style="list-style-type: none"><li>• Two students will be moving to the Junior/Secondary classrooms next term.</li></ul>	<ul style="list-style-type: none"><li>• New range of motion (ROM) exercises were used as per OT recommendations.</li></ul>
<ul style="list-style-type: none"><li>• Two new students will be starting school in the Primary classroom in the Fall term.</li></ul>	<ul style="list-style-type: none"><li>• One student moving up from Primary classroom next term.</li></ul>





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### 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 2019/20, seventeen (17) dependent, and multi-dependent students were served, ranging in age from 9 to 18 years.

### Accomplishments & Outcomes

JUNIOR CLASSROOM	SENIOR CLASSROOM
<ul style="list-style-type: none"> <li>One student is moving to the Advanced classroom next term.</li> </ul>	<ul style="list-style-type: none"> <li>One student is moving to the Advanced classroom next term.</li> </ul>
<ul style="list-style-type: none"> <li>An increase in positive peer to peer interactions was seen (sharing space, items, time and eye contact).</li> </ul>	<ul style="list-style-type: none"> <li>Two new students and one new staff were welcomed to the classroom in September and October.</li> </ul>
<ul style="list-style-type: none"> <li>Increased staff interest in skill development was achieved by monthly brainstorming sessions on specific students with classroom staff offering ideas and strategic input into program delivery.</li> </ul>	<ul style="list-style-type: none"> <li>The move into the main building created more independence, easier transitions and great success with hygiene skills.</li> </ul>
ADVANCED CLASSROOM	
<ul style="list-style-type: none"> <li>Some students were able to participate in the community pre-vocational program at a local thrift</li> </ul>	<ul style="list-style-type: none"> <li>The classroom welcomed our transitional student into more classes with good success.</li> </ul>
<ul style="list-style-type: none"> <li>Two new students from Junior + Senior will be welcomed next term.</li> </ul>	
LANGUAGE/READING CLASS	MATH/FINE MOTOR CLASS
<ul style="list-style-type: none"> <li>There was increased exposure to a variety of reading materials/ selections by utilizing one-to-one interactions between students and aides.</li> </ul>	<ul style="list-style-type: none"> <li>There was an increased use of manipulatives for hands-on learning to build skills (blocks, picture cards, abacus, adaptive scissors, puzzles, games and toys).</li> </ul>
SNACK CLASS	PRE-VOCATIONAL
<ul style="list-style-type: none"> <li>Students continued to experience the cycle of composting to growing vegetables in the garden to harvesting to preparing to eating.</li> </ul>	<ul style="list-style-type: none"> <li>Students were excited to volunteer at a local thrift store once per week. This location offers opportunities for the students to use their skills in a retail location.</li> </ul>



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SENSORY PROGRAM		TRANSPORTATION	
<ul style="list-style-type: none"><li>Increased coping skills were demonstrated by students in some sensory situations they struggled with in the past.</li></ul>		<ul style="list-style-type: none"><li>All students requiring wheelchairs were transported by Action Bus this term with great success and cost saving benefits.</li></ul>	
TECHNOLOGY		ALBERTA EDUCATION	
<ul style="list-style-type: none"><li>We were able to maintain the Starfall app, Smart Learning Suite for smartboards and Gemiini program.</li></ul>		<ul style="list-style-type: none"><li>Funding amounts and grants have been completely altered and it remains to be seen if this will be advantageous for the school going forward.</li></ul>	
DONATIONS			
<ul style="list-style-type: none"><li>The Trottier family and United Way made donations to the school; these funds were used to help finance the mobility path.</li></ul>		<ul style="list-style-type: none"><li>A donation was received from Ratonne’s Mineral Corporation for two satellites to improve internet reception.</li></ul>	
<ul style="list-style-type: none"><li>\$1,920 was raised by Julie Randall on her Zoom musical “kitchen party”.</li></ul>		<ul style="list-style-type: none"><li>Two electronics round-ups raised \$1,280.</li></ul>	
<ul style="list-style-type: none"><li>\$11,670 was paid out to the school through the Shaw Birdies for Kids fundraiser that was put in place last term and was used to fund the new mobility path.</li></ul>			
STAFFING			
<ul style="list-style-type: none"><li>Five staff received long-term service awards this year, equating to 120 years of combined experience from dedicated long term staff members.</li></ul>			
ENROLLMENT			
<ul style="list-style-type: none"><li>Five new students were enrolled in 2019/2020; 4 in September and 1 in February.</li></ul>		<ul style="list-style-type: none"><li>One student graduated in June, 2020.</li></ul>	
<ul style="list-style-type: none"><li>Two new students are enrolled for September.</li></ul>			

### 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 2019/20, twenty-seven (27), multi-dependent and dependent students were served.

### Accomplishments & Outcomes

- Smartboards continued to deliver a diverse array of learning opportunities for all 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 2019/20, twenty-five (25) multi-dependent, and dependent students with very limited, or non-existent, communication skills were served. Students ranged in age from 8 to 20 years.

### Accomplishments & Outcomes

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• We continue to use technical talkers, picture schedules, iPads, laptops, Smartboards and switches on a daily basis with great success.</li></ul> | <ul style="list-style-type: none"><li>• Gemini Program offers us the best success in creating better receptive and expressive communication skills.</li></ul> |
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### Children's Services

#### Shauna Mayes

*Parkland CLASS Children's Services 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 in the homes of families and proprietors.

Children's programs conform to the Canadian Accreditation Council of Human Services (CAC) standards. Services are delivered under the direction of families, guardians, FSCD 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 Supports 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 2020, 13 multi-dependent and dependent children, and their families were served.

#### Accomplishments & Outcomes

<ul style="list-style-type: none"><li>Family Supports requirements and the resources provided to families seems to be undergoing constant changes, requiring a significant degree of involvement on the part of the Coordinator to ensure the integrity and delivery of these services.</li></ul>	<ul style="list-style-type: none"><li>Interpreters have become integral to the delivery of services as more diverse cultures are being served, and recruitment of staffing has changed to facilitate staff / parent matching and communication methods.</li></ul>
<ul style="list-style-type: none"><li>The Coordinator is attending all school programming meetings, which facilitates consistent service delivery across domains.</li></ul>	

#### 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 2019/20, 20 children were served in the Supported Home Placement Program.

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### Accomplishments & Outcomes

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|---|---|
| <ul style="list-style-type: none"><li>• Coordinators have built a good working relationship with the new pediatrician from Samson Reserve. The ability to get information and have dialogue with her regarding complex issues, family dynamics and issues in the community has been valuable and very helpful in adapting our services to the child's specific needs.</li></ul> | <ul style="list-style-type: none"><li>• The intake process with KCWS has improved over this last year due to the positive working relationship that we have been able to develop with the KCWS team. Coordinators have been able to work with caseworkers to obtain more detailed information about children who are requiring placements, resulting in better transition and intake processes.</li></ul> |
| <ul style="list-style-type: none"><li>• All foster parents and respite Foster Parents were trained in the foundations modules from CORE. Core training is in the process of being updated by the Region and the old CORE curriculum is still being taught until the new modules are introduced.</li></ul>   |   |

### 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 2019/20, 4 dependent, multi-dependent and medically fragile children with various conditions and needs were served.

### Accomplishments & Outcomes

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• The program has reviewed and improved overall process and service outcomes .</li></ul> | <ul style="list-style-type: none"><li>• Have instituted several successful rounds of isolation in the Dunham home due to COVID-19 symptoms.</li></ul> |
| <ul style="list-style-type: none"><li>• Children's orientations are now all complete and accessible online.</li></ul>          | <ul style="list-style-type: none"><li>• Repeated rounds of COVID-19 training has been provided for all staff.</li></ul>                               |
| <ul style="list-style-type: none"><li>• Received a donation of a sensory projector for the individuals at Dunham</li></ul>     |   |



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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 2019/20, 5 dependent, multi-dependent, and medically fragile children each with various conditions and needs were served.

### Accomplishments & Outcomes

- Relief has been on hold due to the COVID-19 crisis. The Agency made a decision to suspend relief due to the compromised health of the children that live in that home and the risk of transmission within the home. We are watching closely and will reinstitute relief as soon as we can manage the risk.

### 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 2019/20, 7 children with a variety of behavioral concerns or needs were identified.

### Accomplishments & Outcomes

• Completed ACDS Positive Behaviour Supports Train the Trainer Course, 2-day workshop consistent with CET Standards.	• Respond to individual concerns with targeted training.
• Updated the policy for compliance with CAC Restrictive practice Standards	• Updated all ATEIs and loaded them into the Children's Individual Orientations.





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### Children's Wellness Program

The Children's Wellness Program has been in existence since 2000 and was created to provide specialized on-site supports to medical fragile children at the Dunham Residence, as well as providing nursing supports to children in Residential Services and nursing support to compromised Children in Proprietorships.

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. 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.

#### Accomplishments & Outcomes

<ul style="list-style-type: none"><li>• We were very pleased to transition a long term nurse into the role of Health &amp; Wellness Coordinator .</li></ul>	<ul style="list-style-type: none"><li>• Revamped the medication course to comply with new OHS guidelines.</li></ul>
<ul style="list-style-type: none"><li>• Assisted in the creation of Ergonomics Training for all employees.</li></ul>	<ul style="list-style-type: none"><li>• Finished Palliative Care training for all supervisors and Team Leaders.</li></ul>
<ul style="list-style-type: none"><li>• Successfully managed the challenges of COVID-19<ul style="list-style-type: none"><li>○ Developed and managing the ongoing use of COVID-19 kits.</li><li>○ Trained all Residential and Bridging programs on the use of PPE.</li><li>○ Trained employees who can train others in future</li></ul></li></ul>	



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### Adult Residential Services

**Renee Tiffin**

*Parkland CLASS Adult Residential Services Director*

**Nancy Doucette**

*Parkland CLASS Adult Residential Services Manager*

Residential Services provides a variety of direct supports based on the needs of individuals. Living arrangements include agency operated community homes that offer 24 hour shared living arrangements with two or three individuals; proprietor homes where individuals receive 24-hour support in a family home; or apartments of individual's themselves with specialized supports based on need. 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' 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 2019/20, 106 adults with various needs were served.

#### Accomplishments & Outcomes

• Transitioned three (3) new individuals into service.	• Closed two rental homes.
• Two Coordinators, one Supervisor, and one Nurse attended the Dysphasia workshop in Edmonton.	• Completed numerous risk assessments and transition assessments.
• We moved 9 individuals internally to fill existing vacancies.	• We continue to have individuals referred who have complex behavioral needs
• Director and Manager positions were filled.	• Two Coordinator positions filled.
• COVID-19 and CMOH Orders.	• Completed one house-specific training with all staff.
• We have five (5) vacancies; 3 of which are identified to be filled but are on hold due to COVID.	• Agency has set up Mail and Supply order pick up and Grocery Delivery to minimize the impact of Community Contact to the Individuals and staff.
• As of August 31, 2020 all Residential Homes will have a minimum of three staff trained in the proper use of PPE and requirements during isolation procedures due to COVID-19.	• We began training with the FASD Network for all of our Residential Homes; currently on hold due to COVID-19.
• Five (5) individuals passed away.	

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### Individual Lifestyles (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 (69) sixty-nine hours per week. In 2019/20, 6 adults were served in their own homes.

### Accomplishments & Outcomes

• COVID-19 – 2 individuals went home with family for portion of pandemic.	• One (1) individual passed away
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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 2019/20, 19 adults with various disabilities were served.

### Accomplishments & Outcomes

• No new individuals entered the program and one individual left the program within the year.	• COVID-19 – effectively managed and supported Proprietors, and managed the relief challenges.
• Proprietor attendance at meetings and training has improved with our new format.	• Completed FASD Training for all Proprietors
• One individual moved into Residential Services.	• Relief/ Respite has improved within the program.

### 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 2019/20, 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 & Outcomes

• Revised the Risk Assessment Template into an Excel Spreadsheet to make it more functional	• Updated the policy for Restrictive practices to be compliant with CAC standards.
• Updated all ATEIs and loaded them into individual orientations.	• Completed ACDS Positive Behavior Support (PBS) Train the Trainer course.
• Improved process by creating consistency with behavior tracking – resulting in data that is more accurate.	



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### 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, dieticians, occupational therapists, physiotherapists, and other specialties.

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”.

#### Accomplishments & Outcomes

<ul style="list-style-type: none"><li>• Leeanne Sharp has transitioned into the role into Health &amp; Wellness Coordinator position</li></ul>	<ul style="list-style-type: none"><li>• Successfully managed the implications of COVID-19 best practices:<ul style="list-style-type: none"><li>• developed and managing the ongoing use of COVID-19 kits</li><li>• trained all Residential and Bridging programs on the use of PPE</li><li>• Trained people who can train others in future</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Assisted in the creation of Ergonomics Training for all employees.</li></ul>	<ul style="list-style-type: none"><li>• Revamped the medication course to comply with new OHS guidelines.</li></ul>
<ul style="list-style-type: none"><li>• Finished Palliative Care training for all supervisors and Team Leaders.</li></ul>	



# Parkland Community Living and Supports Society

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### Community Supports Program

#### Renee Tiffin

*Parkland CLASS Director*

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 identified needs, interests, and abilities. The program provides a structured alternative to employment, if desired, or it supplements the individual's lifestyle and provides access to community engagement. Personal supports are provided so that individual needs are met, and community participation is maximized. In 2019/20, 56 adults were served in the Community Bridging Program.

#### Accomplishments & Outcomes

- COVID and AHS directives directly impacted the delivery of services within this program and resulted in numerous innovative activities and actions on the part of the program staff in an effort to reduce the negative impact on individuals.

#### 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 2019/20, 296 adults were served; 107 individuals were from Parkland CLASS, 161 were affiliated with various Central Alberta service providers, and 28 had no affiliation.

#### Accomplishments & Outcomes

<ul style="list-style-type: none"><li>• Relax Crew continues to support 18 Volunteer positions.</li></ul>	<ul style="list-style-type: none"><li>• COVID unfortunately resulted in fewer group activities such as the Westerner Days float entry.</li></ul>
<ul style="list-style-type: none"><li>• Seek out innovative and creative ways to provide individuals with the opportunities they would like to pursue.</li></ul>	<ul style="list-style-type: none"><li>• Worked to provide safe alternatives program with COVID-19 rules in place.</li></ul>

# Parkland Community Living and Supports Society

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### Arctic Services

**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 adults with significant needs have been relocated, or in the Inuvik Region of the Northwest Territories where 13 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 adults with medical needs. This service combines a rehabilitation model with a medical support model. In 2019/20, 8 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 2019/20, 5 dependent First Nations adults with moderate needs were served.

### **Accomplishments & Outcomes**

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| <ul style="list-style-type: none"><li>• Due to the work of the current supervisor in Billy Moore home, contacts in the Tuktoyuktuk community have strengthened. In addition, she has opened her cabin to the individuals for cultural opportunities, berry picking, overnight stays on the land and fishing. There are additional opportunities to go to elder's homes in the Tuktoyuktuk community for traditional foods and visiting.</li></ul> | <ul style="list-style-type: none"><li>• This year we were unable to do a presentation in the Tuktoyuktuk High School due to COVID-19. We are seen as having stronger connections to the community due to the visits and cultural activities the group has been doing on a much more frequent basis during the past year.</li></ul> |
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<ul style="list-style-type: none"> <li>• The Billy Moore Home provided accommodation for a community member transitioning to an ILS Service.</li> </ul>	<ul style="list-style-type: none"> <li>• The community of Inuvik currently does not have any cases of COVID19. The Manager of Charlotte Vehus and Billy Moore homes has done a great job of accessing PPE and continues to be a strong resource during this health crisis.</li> </ul>
<ul style="list-style-type: none"> <li>• The manager of our Northern Services is now included on the Hospital placement committee to streamline referrals and intake</li> </ul>	<ul style="list-style-type: none"> <li>• Wheel Chair Accessible Bus has been purchased and has been delivered to Inuvik. Parkland is very appreciative of the support from the Inuvik Health Region making this possible.</li> </ul>
<ul style="list-style-type: none"> <li>• The individuals have been invited to attend an Inuvialuit cultural camp this summer. This is a land program with Inuvialuit and Gwitchin involvement. The program Administration has said they will continue to offer the program due to its success. The individuals went out for many days and had the opportunity to participate in cultural activities, eating and cooking traditional foods and being immersed in their language</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of two new LPN's was a success this year.</li> </ul>



# Parkland Community Living and Supports Society 2020 Annual Report

## Parkland CLASS International

### Dan Verstraete

*CEO*

In support of the Agency's charitable mandate, Parkland CLASS has 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. The organizations international activities are addressed through the delivery of formal conference presentations and workshops, combined with direct involvement at the local, regional, and national levels, typically within South America, however we are not limited to one geographic location.

Parkland CLASS has concluded all of our outstanding International projects, and we currently are not pursuing any new international projects.

This past year the Board reviewed the current environment that the organization is operating within and developed the following strategic goal;

“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. The decision to proceed will be determined based on a thorough review of the organizations prevailing circumstances and Parklands ability to undertake an additional project at that time.”

