



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.250000	Salaries	\$3,886,000	88%
Weighted	0.000	Exempt	5.000000	Supplies, Equip., Services	\$526,611	12%
Regular	0	Support	23.829000			
		Teacher	<u>15.900000</u>			
Year Opened		<b>Total</b>	<b>46.979000</b>	<b>Total</b>	<b>\$4,412,611</b>	<b>100%</b>
				Internal Revenue	\$30,555	

### School Philosophy

We, at **Alberta School for the Deaf**, are committed to meeting the needs of all of our Deaf, Hard of Hearing and Hearing students in an inclusive learning environment with a common focus on excellence in communication, language and literacy. Our collaborative staff team celebrates diversity, capacity for learning and takes responsibility for all of our students at our multi track school campus. Programming and related supports are in direct response to parent request for our unique, one of a kind, program of choice.

### Community Profile

**Alberta School for the Deaf** is located on Edmonton's south side in Ward F. It serves students from across Alberta and the North West Territories with about 35% of our students of aboriginal background. We believe that the foundation of our program is rooted in meaningful relationships with our valued government partnerships, community mentors, societies and school councils. Through true collaboration, Alberta School for the Deaf works with key stakeholders in support of lifelong learning for all of our students and in support of all of our families. The school also serves as a centre for the Deaf community, with adult Deaf organizations actively supporting the school, and these direct community partners are in regular use of our purpose built facility.

### Programs and Organization

**Alberta School for the Deaf (ASD)** promotes academic, language and literacy excellence as well as positive emotional, social, intellectual and physical development of Deaf and Hard of Hearing students from Grades 1 through 12, in a bilingual/bicultural (Bi/Bi) program. Each individual student's program plan follows curriculum requirements set by Alberta Education. Both American Sign Language (ASL) and English are the primary languages of instruction. ASD is a teaching and learning environment where both languages are accessible, where respect is fostered for the diverse Deaf and Hard of Hearing community and that of the larger society. Students, parents/guardians, staff and community partners work together to provide the highest quality education, preparing students to be independent, successful members of the 21st century. Program options at Alberta School for the Deaf include the following tracks: **Bilingual/Bicultural Program, Total Communication Program, DHH Special Education Program, Blended Program** and **Outreach Program**. Classes in the identified program tracks consist of American Sign Language and English language models with embedded expertise and support from a collaborative team made up of a Teacher, Educational Assistant, Educational Interpreter, Speech and Language Pathologist, Occupational Therapist, Audiologist and/or an Aboriginal Liaison Worker, as required.

### School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**Division Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

**Excellence in Communication, Language and Literacy (District Priority #1)**

At Alberta School for the Deaf we foster the growth and success of all of our grades 1-12 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who are Deaf and Hard of Hearing. By the end of the 2019-2020 school year, all students will have a comprehensive learner portfolio and a language plan. In addition to examining results from this highly individualized assessment plan, and as part of our commitment to continuous improvement, our staff will continue to examine and explore all evidence collected at the class, school, District, provincial, and beyond levels to inform our practice.

**Results Achieved:**

District Survey data was not available for analysis and to compare year over year however staff had uninterrupted collaborative opportunities to analyze student progress, engagement and growth prior to and after the shift to online learning with a focus on "Excellence in Communication, Language and Literacy". While student profiles constantly shift the landscape of this goal, we continually strive to develop initiatives that address the needs of our learners.

**Evidence of our progress is captured in the following ways:**

- ASL Receptive Skills Test is done biannually for students up to the age of 13, and for all students new to the school
- A variety of online platforms to gather both formative and summative data about student progress and understanding
- Observed a steadily increasing trend of students remaining enrolled at ASD to complete fourth and fifth years of high school, which resulted in an increase in the number of students who complete high school with a certificate or diploma.
  - 2017-2018: 2 students graduated; 1 student earned a certificate of completion; 1 student earned a diploma.
  - 2018-2019: 8 students graduated; 4 students earned a certificate of completion; 2 students earned a high school certificate; 2 students earned a diploma.
  - 2019-2020: 7 students graduated; 2 students earned a certificate of completion; 2 students earned a certificate; 3 students earned a diploma.

**Monitor our progress using the following systems:**

- Elementary: use of a comprehensive learner portfolio/language plan
  - assessments of sight words, language development (VCSL, ASL-RT), writing/drawing samples, and video samples of their receptive/expressive language
  - Reading intervention supported student exposure to books, increase in vocabulary and comprehension of stories. An observed increase in student engagement and comprehension in our second year of implementing this work.
- Secondary: use of a comprehensive learner profile with a focus on post secondary goals, learning preferences and plans for high school completion
  - Implementation of SOAR (Student Opportunities and Academic Remediation) as part of high school redesign project.
    - Prior to COVID, these interventions took place three times per week in small, focused literacy groups. Staff observed significant growth in students' vocabulary and writing skills.
    - Increase in staff collaboration to provide effective support and strategy implementation for all students
    - Increase in staff professional development to ensure that all see themselves as language models and possess the skills and strategies to apply a pedagogy for language development to all subject areas
    - Increase in opportunities for staff to collaboratively target areas for student growth
  - The shift to remote learning highlighted many gaps in students' digital literacy and citizenship, and created an authentic demand for the development of these skills. As the year progressed, we utilised a greater variety of online applications to target language skill development. Throughout the second term of the 2019-2020 academic year, we observed an increase in student autonomy and confidence with using online tools to access and express their learning.
- Students new to Canada, ASL and the Deaf community (who have little or no language foundation) are immersed in a variety of environments to develop foundational language skills

**Develop tools to support communication, language and literacy growth:**

- Pyramids of Intervention - Staff recognized the need for an Intervention Pyramid that not only visually represents interventions but also a transparent means to share results.
  - [ASD Pyramid of Intervention - Literacy](#) (to accommodate range of student variables (cognitive ability, learner needs, language exposure and experience)

- **ASD Pyramid of Intervention - Behaviour Supports** (for students who lack language foundation)ASL student video library including expressive language samples aligned with ASL Language Arts curriculum
- Collection and further development of curriculum resources (in ASL) accessible to classrooms
- Digitizing online resources and learning to promote student and parent communication and engagement, through the use of our students' preferred language (ASL)

### Building Staff Capacity (District Priority #2)

We will continue to provide enhanced support for diverse learners related to communication, language and literacy by engaging in collaborative work designed to improve and enhance teaching strategies for d/Deaf and Hard of Hearing students. This will be accomplished by staff participation in professional learning specific to ASL language and D/deaf culture instruction, language and literacy development. By the end of the 2019-2020 school year, 100% of staff will continue to develop or have access to tools to implement assessment, project based learning and differentiated approaches to instruction. As a result of increased enrolment and new staff to the ASD program, there is a need for increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on current practices. By June 2020, formal and informal school and District survey results will show that staff feel confident, capable and connected with curriculum and strategies.

### Results Achieved:

- 100% of teaching, support and exempt staff had opportunities to
  - provide feedback and engage in professional learning opportunities related to teaching, learning and assessment at the school, Catchment and District levels.
  - engage in collaborative planning around best practices related to communication, language and literacy through project based learning and differentiated instruction.
- **Building Collaborative Capacity:** Teams were supported in their use of the Building Collaborative Teams guiding document as a means for understanding one another's roles and as a guide for working collaboratively with Educational Assistant to provide holistic and individualised support.
  - Secondary: We invested time during our program meetings into building a sense of community and collaboration across the various staff groups that work with Jr/Sr
  - Elementary: Weekly Program meetings to focus on strategies for literacy development
    - Bi-weekly meetings to focus on ASL Linguistics, as well as targeted language intervention
  - Much of the professional development work that staff found to be of most value was the work that was collaborative in nature, and allowed personal voice and experience to be shared. We found that people just really wanted to talk and feel connected with one another.
    - This sort of work became extremely valuable at LSP review time, when all staff had to work together to assess student growth and share evidence and observations with one another
- **Building Capacities with Technology:** In the fall of 2019, all staff were encouraged to continue to develop their confidence with technology in the following areas:
  - After March, 2020, the remote learning context created an "immersed learning environment" where staff learned more about technology and virtual collaboration & communication as they developed materials for students
    - We started working on reframing our attention, and redirecting focus to issues that we can control
    - Increased proficiency and confidence with technology
  - Use of Google Classroom (and beyond)
  - Use of other Google Chrome extensions
  - Use of Gmail, Calendar, Slides, Sheets and Docs
- **Building Capacity to Meet the Needs of Deaf Learners:** While the cancellation of Out of District Professional Development hindered our ability to access relevant, current learning opportunities in the field of Deaf Education, we were able to continue our focus on language and literacy development through a partnership with WCSD
  - In partnership with the University of Alberta to develop teacher understanding of deaf writing process, and how to support deaf writers as their literacy emerges. This work has been pivotal in understanding deaf students' writing, and has given access to a variety of tools (ASL Word Walls, ASL Word Wall App) that have helped to capture language development as it takes place within the classroom.
- **Building Capacity to Enhance Differentiation:** Staff engaged in a variety of opportunities to develop their abilities to meet the complex needs of individual learners, including:
  - 2 class teams engaged in the development of staff capacity for using Assistive Technology Resources (such as Assisted Augmented Communication tools), supported by Inclusive Learning teams
  - 100% of secondary teachers participated in ongoing exploration of the collaborative resource model and response to intervention theories
  - Increased sharing of best practices to increase alignment and consistency of programming, including the development of Scope and Sequence for English Language Arts courses

**Strengthening and Increasing Partnerships (District Priority #3)**

By the end of the 2019-2020 school year, we will continue to strengthen existing wrap around service partnerships (in District, within the province and internationally) and continue to form new partnerships in support of our centre of excellence and expertise in communication, language and literacy. Existing partnerships will be strengthened by regularly scheduled meetings, increased direct community use and access to the building, improved communication through a continued dedicated administration position allowing community partners direct access to school leadership. New partnerships will be pursued in an effort to build relationships with families, communities and stakeholders. Weave Indigenous teaching and culture throughout programming and events. In an effort to highlight our one of a kind program, with a 68 year history in direct response to parent choice, we will engage in conversations related to research opportunities, collaborative planning, resource sharing, community engagement and long term sustainability. By the end of the 2019-2020 school year, strengthened and increased partnerships will serve to create maximum access to programming and services will be demonstrated by: sustained student enrollment, systematic student transition planning for life beyond high school, increased attendance at parent workshops and community events, increased collaboration and engagement.

**Results Achieved:**

- **Cultivate & Maintain Collaboration Across Campus:**
  - Division Two classes at ASD and TM worked collaboratively to develop language, share experiences and practice social skills.
  - Career Pathways opportunities embedded throughout the year i.e. STEAM Day
  - Students participate in blended Physical Education classes at ASDTM to promote socialization and provide exposure to a variety of communication models
- **Cultivate & Maintain Relationships with Students and Families:**
  - In partnership with Alberta Cultural Society of the Deaf, continue to offer ASL for Parents classes supporting ASL literacy at home. This offering to families continued despite the move to online learning. Families were engaged from home, rather than in person instruction. The program has grown to two classes of 20 family members in each. End of year qualitative feedback indicates strong demand for the program to continue in the 2020-2021 school year.
  - We used a new software and meeting structure for booking our parent/guardian interviews, resulting in an increase in parent attendance to these meetings, with more parents to seeing a greater variety of the educators who work with their child
  - We used video communication as a means of maintaining a sense of community for our students and families while working at home through the pandemic
    - Videos were used to both share information and spread school spirit
  - We engaged our graduating students and their families in June in two ways:
    - Grad in a Box
    - Drive-In Graduation ceremony
    - Families let us know that it felt intimate, special, and personal, and that it meant a lot to them
  - Enhanced STEP (Student Transition Education Program) as part of high school student transition planning
    - Each student has a homeroom advisor teacher, who meets with students to discuss learning goals for the year (capture in the students IPP), and helps to advocate for the student by listening to their concerns and interests and providing them with suitable advice
    - We use a locally developed high school completion planning template that has resulted in an observed increase in student and parent engagement with regards to informed high school program planning
    - Increase in off-campus work experience placements to scaffold student skills in finding and maintaining employment
    - Increase in community-based instruction for students with special needs
    - Engaged in various community events to promote student awareness and preparation for post-secondary transitions
- **Cultivate & Maintain Relationships with Community:**
  - Increased on site mental health services and community relationships as a result of the Wellness Coach/Social Worker added to our Student Services team. Her role supported school capacity by reducing impact of psychological barriers to learning for students; examples include::
    - Individual coaching and counselling, group interventions and social emotional learning, improved access to community services and increased parent involvement.
    - 75% of students received individualized counselling
    - 58% of students received referrals and support in accessing specialized services in both the community and through education services
    - 2 students received suicide or risk assessments
  - Increase in partnership with First Nations, Metis and Inuit elders, knowledge keepers and artists
    - Some examples of this work include: smudging presentations, dreamcatcher-building workshops, presentation about Metis hunting & trapping traditions, Deaf hoop-dancing workshops, various Indigenous Art projects woven throughout grade levels, and professional development workshops for staff
    - The FNMI Lead Educator group into a committee this year, with one representative from each program across ASDTM campus
  - Maintained relationships and agreements with educational partners to offer meaningful, relevant learning opportunities for secondary students (including LY Cairns, Harry Ainlay, Alberta Distance Learning, Metro Continuing Education, etc)

- **Cultivate & Maintain Relationships with Stakeholders:**

- Maintain collaborative relationships with cohort schools of the d/Deaf across Canada.
  - Despite the postponement of YCTD 2020, we continue to maintain partnerships with other d/Deaf schools across Can

### What were the biggest challenges encountered in 2019/20?

- **Data Collection:**

- Challenges with collecting similar data or survey results from the 2019-2020 school year and how they compared to previous years. Trends are difficult to demonstrate due to COVID.

- **Supporting Mental Health:**

- Navigating complex mental health issues with students and their families - accessing appropriate, culturally relevant resources and support continues to be a high priority area for our d/Deaf and Hard of Hearing students and families.

- **Modernization:**

- Final stages of modernization and transfer of Alberta School for the Deaf provincial building and land governance has resulted in significant operational changes. These complexities have impacted budget as well as day to day management and staff function. Transition is underway.
- Ensuring modernization design and construction continues to fully align with all planned academic, cultural, technological, security and safety features and needs.

- **Population & School Context:**

- Ensuring that in and out of District colleagues and stakeholders are aware of our mandate, unique programming and entrance criteria stemming from the 1995 program transfer agreement from the province to Edmonton Public Schools.
- Volume and complexity remains while being responsive to all district and provincial requirements (committees, deadlines etc) for Bilingual/Bicultural programming (ASD Grades 1- 12) and Speech Language Special Needs Programming (Tevie Miller PreK - Grade 6).
- School parent community is defined by eligibility criteria not geographical area so engagement looks different
  - Somewhat limited parent engagement at the secondary level with regards to post-secondary planning and language development.
- Influx of students immigrating from other countries has resulted in a large number of students with significant language and literacy gaps.

- **Curriculum & Resources:**

- Continue to access relevant professional learning related to the American Sign Language Arts Curriculum and
- Ensuring clarity and alignment of standards for instruction, assessment, programming and ASL linguistic competencies.

- **Staffing:**

- Continued emphasis on the need to recruit and retain qualified staff for highly specialized positions.
- Small staff population tasked with providing diverse educational programming as well as meeting student requests for extracurricular opportunities results in high levels of staff engagement, but also risk for burnout and over-extension.

### What was most important for your school community as you prepared for the 2020-2021 school year?

- **Supporting Re-Entry:** In addition to continued interventions and approaches to ensure continuity of programming listed below, what was most supported for our school community as we prepared for 2020-2021 school re-entry include the following:
  - Permission from the Division to have our own ASD in house in person and online program tracks rather than having our students attempt to access an online class from a teacher who does not communicate in American Sign Language It allowed families of Alberta School for the Deaf the flexibility of choice between these options while maintaining confidence about the integrity of accessing programming that is linguistically and culturally appropriate (American Sign Language). Families have reported comfort in knowing that our highly specialized staff continued to provide instruction regardless of delivery. In house choice has not resulted in additional staffing costs.
  - Access and customize staff professional development consistent with in house family choice.
  - Maintain all of our staff in house to ensure continuity of teaching and learning, with a focus on relationships and overall staff wellness.
  - Align all school decisions and actions based on On Behalf Of messages that ensured that our actions were consistent with provincial direction and Division mitigation of risk action plans.
- **Staffing & Professional Development:**
  - Enhance our staff orientation and on-boarding procedures to increase consistency of service delivery and alignment with campus visionary work

- Continue to accept only specialized student teachers, EAs, SLPs or OTs requesting a practicum placement
- Continue to align all professional learning and targeted resources appropriate to build staff expertise in our specialized program
- **Partnerships:**
  - Continue to accept only targeted on-site research requests that directly align with our unique learning environment and student needs
  - Continue to coordinate on-site wrap around services by fostering partnerships in service to a unique school and community hub, 12 months of the year
  - Targeted d/Deaf or Hard of Hearing PD brought to District in partnership with WCCDS/U of A
  - Continue efforts to engage our parents and community beyond present opportunities including ASL for Parents (ASD)
  - Increase presence of community members to work with students on topics related to Deaf life, Career Pathways, First Nations, Metis and Inuit culture, Mental Health and Social Media Safety
  - Develop staff capacity with regards to First Nations, Metis and Inuit education (by expanding the lead teacher network)
    - Weave Indigenous teaching and culture throughout bilingual/bicultural ASL/English program
- **Curriculum & Resources:**
  - Ensure alignment with current practices and research out of Gallaudet University related to communication, language and literacy development of d/Deaf and Hard of Hearing students.
  - Continue to clarify transparency of assessment procedures, criteria and reporting of results
- **Language, Literacy & Communication Interventions:**
  - Increase in collaboration and staff professional development for literacy instruction
  - Increase time allotted for literacy intervention (both pull-in and pull-out)
  - Development of response to intervention systems to enhance campus-wide consistency in response to student behaviour as well as language and literacy development.
  - Continue to collect of range of data to articulate growth and achievement beyond traditional measures
  - Development of positive behaviour supports system to address need for student behaviour education

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 7730 Alberta School for the Deaf**



Measure Category	Measure	Alberta School for the Deaf			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.8	84.6	85.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	67.2	65.3	64.5	82.4	82.2	82.0	Low	Maintained	Issue
	Education Quality	84.8	88.2	87.0	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.0	0.0	1.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	9.1	*	27.0	79.7	79.1	78.4	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	12.5	0.0	5.6	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	0.0	0.0	0.0	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	*	n/a	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	0.0	*	0.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	30.0	*	6.3	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	10.1	13.0	6.5	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	75.0	66.7	67.5	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	88.0	81.6	81.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	73.3	50.0	58.1	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	81.3	66.7	70.3	81.5	81.0	80.9	Very High	Improved	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
  5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

#### Excellence in Communication, Language and Literacy (District Priority #1)

At Alberta School for the Deaf we foster the growth and success of all of our grades 1-12 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who are Deaf and Hard of Hearing. By the end of the 2020-2021 school year, all staff will continue to analyze results and contribute to a comprehensive student learner/pathways portfolio and an individualized language plan. In addition to examining results from this highly individualized assessment plan, and as part of our commitment to continuous improvement, our staff will continue to examine and explore all evidence collected at the class, school, District, provincial, and beyond levels to inform our practice.

Priority 1

#### Building Staff Capacity (District Priority #2)

We will continue to provide enhanced support for diverse learners related to communication, language and literacy by engaging in collaborative work designed to improve and enhance teaching strategies for d/Deaf and Hard of Hearing students. This will be accomplished by staff participation in professional learning specific to ASL language and D/deaf culture instruction, language and literacy development. By the end of the 2020-2021 school year, 100% of staff will continue to develop or have access to tools to implement assessment, project based learning, intervention systems, collaborative strategies and differentiated approaches to instruction. As a result of increased enrolment and new staff to the ASD program, there is a need for increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on current practices. By June 2021, formal and informal school and District survey results will show that staff feel confident, capable and connected with curriculum and strategies.

Priority 2

#### Strengthening and Increasing Partnerships (District Priority #3)

By the end of the 2020-2021 school year, we will continue to strengthen existing wrap around service partnerships (in District, within the province and internationally) and continue to form new partnerships in support of our centre of excellence and expertise in communication, language and literacy. Existing partnerships will be strengthened by regularly scheduled meetings, increased direct community use and access to the building, improved communication through a continued dedicated administration position allowing community partners direct access to school leadership. New partnerships will be pursued in an effort to build relationships with families, communities and stakeholders. Weave Indigenous teaching and culture throughout programming and events. In an effort to highlight our one of a kind program, with a 65 year history in direct response to parent choice, we will engage in conversations related to research opportunities, collaborative planning, resource sharing, community engagement and long term sustainability. By the end of the 2020-2021 school year, strengthened and increased partnerships will serve to create maximum access to programming and services will be demonstrated by: sustained student enrollment, systematic student transition planning for life beyond high school, increased attendance at parent workshops and community events, increased collaboration and engagement.

Priority 3

# Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,382,056		4,382,056
Internal Revenue		30,555		30,555
<b>REVENUE TOTAL</b>		<b>4,412,611</b>		<b>4,412,611</b>
Classroom	12.900000	1,326,004	12.900000	1,326,004
Leadership	3.000000	397,101	3.000000	397,101
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	25,000
<b>TOTAL TEACHER</b>	<b>15.900000</b>	<b>1,748,105</b>	<b>15.900000</b>	<b>1,748,105</b>
<b>(% of Budget)</b>		<b>39.62%</b>		<b>39.62%</b>
Exempt	5.000000	542,497	5.000000	542,497
Exempt (Hourly/OT)	.000000	10,000	.000000	10,000
Support	23.829000	1,415,499	23.829000	1,415,499
Support (Supply/OT)	.000000	40,000	.000000	40,000
Custodial	2.250000	119,899	2.250000	119,899
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>31.079000</b>	<b>2,137,895</b>	<b>31.079000</b>	<b>2,137,895</b>
<b>(% of Budget)</b>		<b>48.45%</b>		<b>48.45%</b>
<b>TOTAL STAFF</b>	<b>46.979000</b>	<b>3,886,000</b>	<b>46.979000</b>	<b>3,886,000</b>
<b>(% of Budget)</b>		<b>88.07%</b>		<b>88.07%</b>
SUPPLIES, EQUIPMENT AND SERVICES		490,111		490,111
INTERNAL SERVICES		36,500		36,500
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>526,611</b>		<b>526,611</b>
<b>(% of Budget)</b>		<b>11.93%</b>		<b>11.93%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,412,611</b>		<b>4,412,611</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0