
Accountability Report

Intensive Supports



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Superintendent of Schools

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SOURCE DOCUMENTS:

1. The Education Act (1995)

- Section 178 – Pupils with intensive needs
- Section 187 – Gifted pupils
- Section 190 – Health of pupils
- Section 191 – Guidance and counselling services
- Section 192 – Liaison with social agencies

2. SRPSD Board Policy Handbook

a. Policy 13: Role of the Director of Education

- 13.1.2 - Ensures students in the Division have the opportunity to meet the standards of education set by the Minister.
- 13.6.2 - Reports regularly on results achieved through accountability reports.

b. Policy 14: Appeals and Hearings Regarding Student Matters

Intensive Needs Review

As stated in Policy 14, *the Board recognizes the right of a student with intensive needs or the parents/guardians of that student to request a review of a decision related to the designation, placement and program in accordance with provisions outlined in The Education Act, 1995 and Regulations 50.1.*

3. SRPSD Annual Board Advocacy Plan for 2019-20

The Board affirms the need to continue to advocate for adequate resources for students with vulnerabilities in order to meet bold provincial and locally determined targets around student learning.

4. SRPSD 2017-2020 Strategic Plan

Mission: The mission of the Saskatchewan Rivers Public School Division is to strive for excellence in education and to seek to maximize each child's unique learning ability.

Improved Reading, Writing and Math Performance

- By June 2019, 100% of SRPSD students will be achieving mastery or proficiency standards; or 50% catch up growth; or an individualized goal in reading literacy.
- By June 2019, 100% of SRPSD students will be achieving mastery or proficiency standards; or 50% catch up growth; or an individualized goal in writing literacy.
- By June 2019, 100% of SRPSD students will be achieving mastery or proficiency standards; or 50% catch up growth; or an individualized goal in mathematics literacy.

Enhanced Early Years Learning

- By June 2019, 100% of SRPSD Prekindergarten students will be achieving mastery or proficiency standards; or an increase of two levels as measured by the SLP screen; or an individualized goal in oral language.
- By June 2019, 100% of SRPSD Kindergarten students will be achieving mastery or proficiency standards; or an increase of two levels as measured by the SLP screen; or an individualized goal in oral language.

5. Education Sector Strategic Plan (ESSP)

Improvement targets identified in the ESSP (cycle 3: 2017-19):

- By June 2018, at least 75% of students will be at or above grade level in reading and writing.
- By June 2019, at least 75% of students will be at or above grade level in math.

6. Saskatchewan Rivers Public School Division (SRPSD) Commitment to Student Achievement

This [document](#) honours all students while valuing early intervention and parent engagement.

7. SRPSD English as an Additional Language (EAL) Handbook

This [document](#) provides an overview of SRPSD's EAL program.

8. Administrative Procedures (APs)

- [AP 153](#) – Student and Staff Safety
- [AP 200](#) – Organization for Instruction
- [AP 201](#) – Modified, Alternative, Functional and Locally Developed Programs
- [AP 214](#) – Special Education
- [AP 325](#) – Administering Medication and Medical Treatment of Students
- [AP 345](#) – Admission of Resident Students

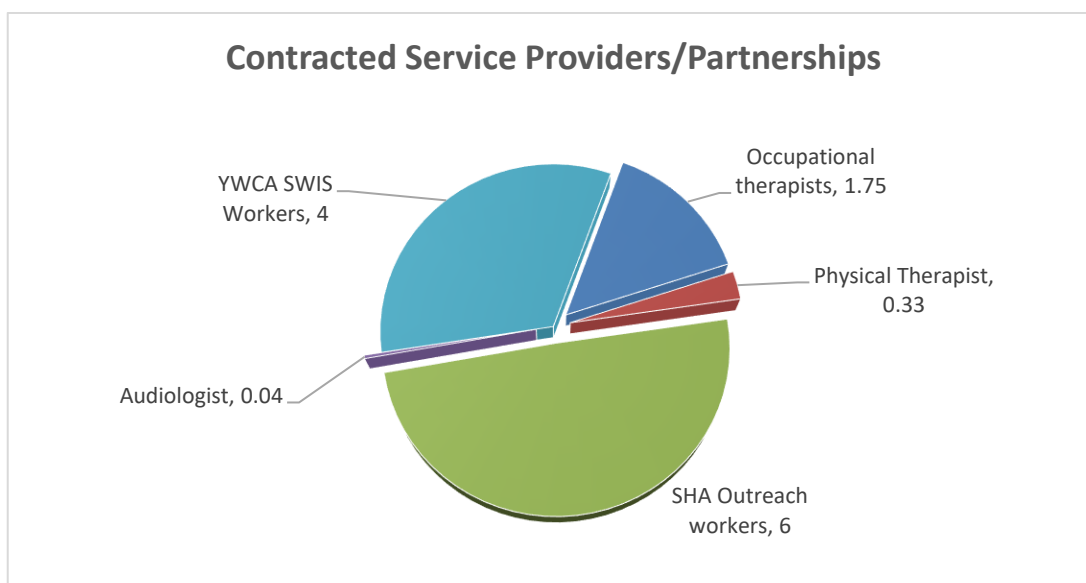
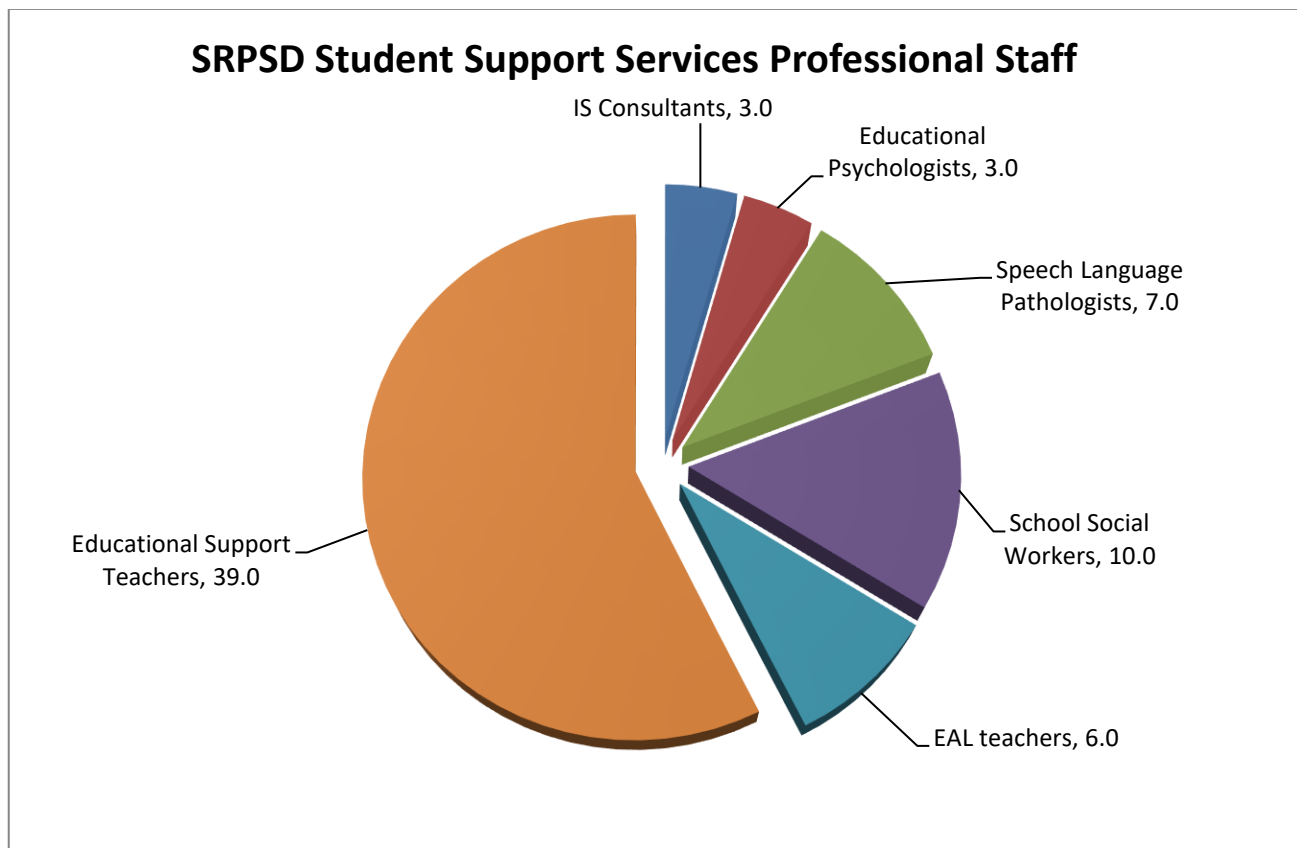
Acronyms

Acronym	Description
AP	Administrative Procedure
ASIST	Applied Suicide Intervention Skills Training
CFR	Common Framework of Reference
C-Team	Collaborative Team
EAL	English as an Additional Language
eIIP	Electronic Inclusion and Intervention Plan
ELIS	Early Learning Intensive Supports
ELL	English Language Learner
ESSP	Education Sector Strategic Plan
EST	Educational Support Teacher
FTE	Full Time Equivalent
IS	Intensive Supports
MHL	Mental Health Literacy
NVCI	Non-Violent Crisis Intervention
SHA	Saskatchewan Health Authority
SRPSD	Saskatchewan Rivers Public School Division
SSS	Student Support Services
VTRA	Violence Threat Risk Assessment

EVIDENCE

The accountability measures included in this report are organized into two main areas: Student Support Services (SSS) and English as an Additional Language (EAL).

A. SRPSD Intensive Supports (2018-19)



2019-20 SRPSD Intensive Supports Staffing Adjustments

- Reduction of 1.0 FTE in speech language pathology due to maternity leave
- Reduction of 1.0 FTE in school psychology due to unfilled vacancy
 - External contractor to provide up to 60 educational psychological assessments.
- Elimination of physical therapy contracted services due to budget reductions
- SHA partnership for provision of school-based physical therapy
- Additional 30 days of occupational therapy services with Early Learning Intensive Supports (ELIS) funding for prekindergarten students

SRPSD Specialized Learning Centres, Alternative Education and Functional Integrated Programs

Prekindergarten to Grade 8

Specialized Learning Centre	2017-18			2018-19			2019-20			Capacity 2018-19
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Developmental Education	22	2.0	10.0	20	2.0	10.0	22	2.0	10.0	22
Life Skills (PK-8)	20	1.0	4.0	18	1.0	4.0	17	1.0	4.0	20
Totals (PreK – Grade 8)	42	3.0	14.0	38	3.0	14.0	39	3.0	14.0	42

Grades 9 to 12

Educational Program	2017-18			2018-19			2019-20			Capacity
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Alternative Education Carlton Grade 9	12	1.0	5.0	13	1.0	5.0	n/a ¹	n/a	n/a	16
Alternative Education Carlton Grade 10	18	1.0		15	1.0		n/a	n/a		16
Alternative Education Carlton Grade 11	13	1.0		13	1.0		n/a	n/a		16
Alternative Education Carlton Grade 12	12	1.0		15	1.0		n/a	n/a		16
Independent Futures (Functional Integrated Program)	22	3.0	11.0	28	2.0	11.0	27	2.0	11.0	28

¹ Carlton implemented changes in 2019-20 to its Alternative Education model. There are no longer classrooms dedicated exclusively to Alternative Education. Students acquiring Alternative Education credits are now included in mainstream classrooms with additional supports. Our previous tracking tool pulled attendance data in the former Alternative Education classrooms at Carlton. For future accountability reports, we will be working on a new tracking mechanism that focuses on student registration data for the various Alternative Education credit courses in our schools.

Grades 9 to 12 (continued)

Educational Program	2017-18			2018-19			2019-20			Capacity
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Alternative Education Wesmor Grade 9	8	1.0	1.0	6	1.0	1.0	n/a ²	n/a	n/a	16
Alternative Education Wesmor Grade 10	14	1.0	1.0	13	1.0	1.0	17	1.0	1.0	16
Alternative Education Wesmor Grade 11	22	1.0	1.0	9	1.0	1.0	10	1.0	1.0	16
Alternative Education Wesmor Grade 12	10	1.0	1.0	22	1.0	1.0	17	1.0	1.0	16
Life Skills (High School) (Functional Integrated Program)	20	1.0	2.0	26	2.0	2.0	35	2.0	3.0	28
Totals (Grades 9-12)	151	12.0	22.0	160	12.0	22.0	106	7.0	17.0	

There are also three other high school students registered in functional integrated programs in two rural high schools in the Division.

² Wesmor adopted a new model that saw the merger of the grade 9 Alternative Education classroom with the functional integrated program classroom (Lifeskills). Two teachers and three EAs support the individual needs of each student to determine their eventual placement in Alternative Education credits or the Functional Integrated Program in grades 10 to 12.

A hospital-based program provides children accompanying parents requiring mental health support (Family Treatment Centre), or youth patients who require themselves mental health services, access to educational programming while in the hospital.

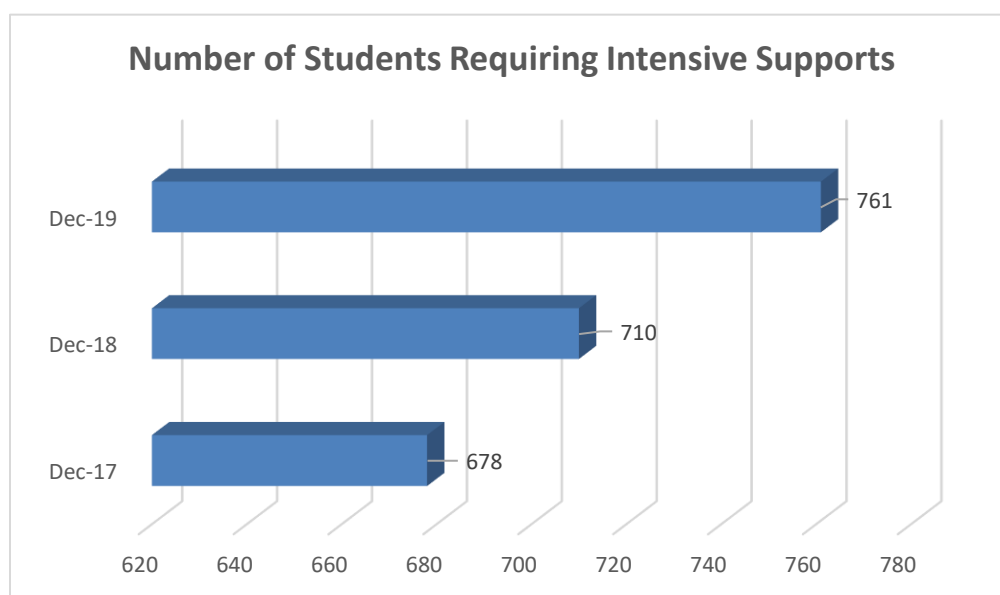
Hospital Program	2016-17 Student Contacts	2017-18 Student Contacts	2018-19 Student Contacts
Family Treatment Centre	39	64	86
Mental Health Services	383	351	317

*The data in the chart above is a cumulative tally of monthly student contacts and is not indicative of the number of individual students receiving educational services in the hospital program.

Ministry funding for the hospital program is confirmed until March 31st 2020.

Students requiring Intensive Supports

The chart below indicates the number of students requiring intensives supports reported annually to the Ministry of Education.



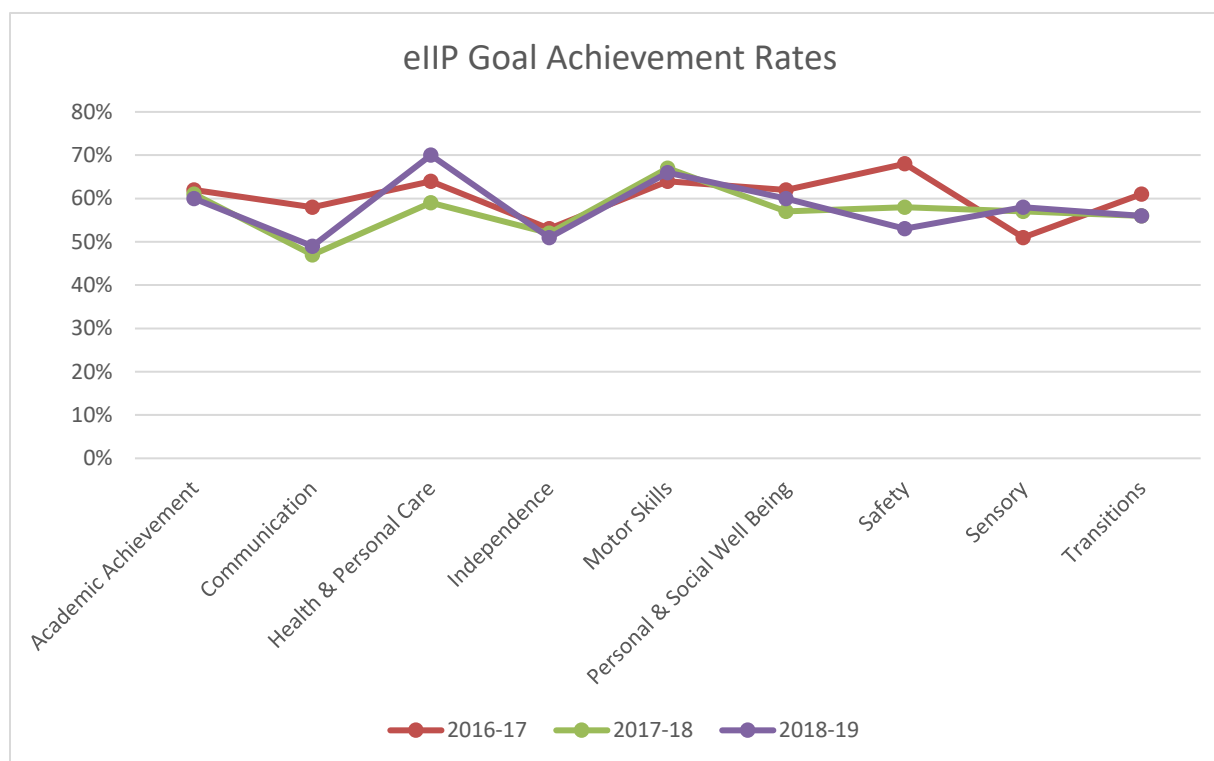
In November 2018, an additional 622 students were identified by ESTs as requiring intensive supports but were not included in the report to the Ministry because of the requirement that the students access supports from outside agencies or the capping of the number of students with formal IIPs in some schools. This year, ESTs have identified 768 students requiring and receiving intensive supports via the collaboration of school teams with SRPSD's Intensive Supports Team.

Inclusion and Intervention Plans (IIP)

Inclusion and Intervention Plans must be developed for each student identified to the ministry as requiring intensive supports. Classroom teachers, educational support teachers, school administrators, Intensive Supports personnel, parents, students (when appropriate) and other stakeholders are all involved in the elaboration and actualization of the Inclusion and Intervention Plan. Student growth can be targeted with various strategies and outcomes in nine areas of development.

The chart and graph below illustrate eIIP outcome achievement rates for each area of development.

IIP Area of Development	Percentage of Overall eIIP Outcomes (2018-19)	eIIP Outcome Achievement rate (2018-19)	eIIP Outcome Achievement rate (2017-18)
Academic Achievement	27%	60%	61%
Communication	10%	49%	47%
Health & Personal Care	3%	70%	59%
Independence	22%	51%	52%
Motor Skills	3%	66%	67%
Personal & Social Well Being	19%	60%	57%
Safety	3%	53%	58%
Sensory	4%	58%	57%
Transitions	10%	56%	56%
Total		57%	60.0%



Non-Violent Crisis Intervention (NVC)

Non-violent Crisis Intervention is an approach to supporting student behaviour in a preventative and proactive manner. Strategies focus on de-escalation of behaviour in a non-intrusive way in order to foster an environment that is supportive, empathetic, compassionate and respectful. An Intensive Supports consultant is a certified NVC trainer and has developed a three-year plan to ensure ongoing training and support for each of SRPSD's 32 schools. In 2018-19, three training sessions were offered at the Education Centre. In addition to these, four schools received NVC training during a PLC day. A total of 105 individuals received NVC training in 2018-19. Over the course of the three-year plan, 245 individuals received NVC training. NVC training will continue to be offered on an annual basis.

Applied Suicide Intervention Skills Training (ASIST)

SRPSD used a portion of targeted mental health funding provided by the Ministry of Education in 2018-19 to send an IS consultant and psychologist to Saskatoon for a week a training to become certified ASIST trainers. Having personnel to offer ASIST training to members of our school teams ensures that we are able to identify at-risk students and direct them to appropriate mental health supports.

Our trainers offered two workshops in 2018-19 with 28 participants. Our trainers will continue to offer ASIST workshops on an annual basis to ensure that each of our school communities has ASIST trained personnel.

Violence Threat Risk Assessment (VTRA)

In 2018-19, the Prince Albert Community VTRA Protocol partners began work to update our VTRA Community Protocol and provide additional training to partner personnel. A working committee has been tasked with updating our Protocol to align with the renewed VTRA protocol guidelines and practices developed by the North American Centre for Threat Assessment and Trauma Response. We will also be looking at inviting other community agencies who share a common commitment to community safety to formally sign on as protocol partners.

Our local team of VTRA trainers offered VTRA Stage 1 workshop to approximately 60 individuals from Prince Albert protocol partners as well as from agencies in neighbouring communities. The other portion of the targeted mental health funding from the Ministry was also used to allow five SRPSD personnel to attend a VTRA Stage 2 workshop offered at the Education Centre in spring 2019. An additional nine individuals used their professional development funds to participate in the VTRA Stage 2 training. In March 2020, an IS consultant and a principal will be taking VTRA for trainers to refresh our team of local trainers following the recent retirement of two VTRA trainers.

Traumatic Event Response

Intensive Supports Personnel are called upon to offer supports to a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, psychologists, and social workers. In 2018-2019, the Traumatic Response Team responded to two critical incidents to support students and staff in schools. Members of the traumatic response team also worked to elaborate a more explicit Traumatic Response Team Deployment overview to ensure all stakeholders have a clear understanding of roles and responsibilities in the initial steps of a response to a traumatic event.

Mental Health Action Plan

Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in our pursuit of educational excellence. In 2018-19, we continued to offer Mental Health Literacy (MHL) training in schools.

The four main objectives of Mental Health Literacy are:

1. understand how to optimize and maintain good mental health;
2. understand mental health disorders and their treatments;
3. decrease stigma and;
4. increase help-seeking efficacy.

Over the course of the 2018-19 school year, thirteen trainers were called upon to offer twelve “Go-to Educator” training sessions on our division-wide workshop day in August 2019 and during PLC days throughout the year.

Other elements of our Mental Health Action plan including ASIST training and elementary level resources such as GoZen online resources and Healthy Mind, Healthy Body continue to be accessed by school teams.

B. English as an Additional Language (EAL)

Service Delivery Model

Various SRPSD personnel are part of the support network for English Language Learners (ELLs) in SRPSD’s EAL program. As with any other student, classroom teachers will adapt teaching strategies and modify programming to meet the individual needs of their students. During the 2018-19 school year, schools where the number of EAL students with a CFR Level of A1.1 to A2.2 was greater than five, a dedicated EAL teacher was available to offer enhanced supports to the targeted group of ELLs. In most schools, the EAL teacher was a part-time component of the school’s teaching allocation. However, given the high number of students at John Diefenbaker Public School, Riverside Public School and Carlton Comprehensive Public High School, these schools had full-time EAL teachers on staff to meet the needs of ELLs. SRPSD also had an EAL language assistant to provide supports in a school where the EAL teacher is itinerant and provides supports to multiple schools. An Intensive Supports consultant is responsible for coordinating SRPSD’s EAL program.

EAL Elementary Specialized Learning Centre

An EAL specialized learning centre for elementary aged students was established at Ecole Vickers Public School in anticipation of a high number of new ELLs arriving in the summer of 2019. The specialized learning centre is staffed with an EAL teacher and a language assistant.

The EAL SLC will be the initial placement for all elementary aged ELLs in the city of Prince Albert with a CFR Level of A1.1. Students will have a language rich education program aimed at accelerating their acquisition of English as an additional language. Once a student’s English language skills have improved to the point of being able to be successful in a mainstream classroom, a transition will be prepared for placement in their attendance area school. Having the elementary EAL SLC ensures that SRPSD is able to accommodate any ELL who settles in the city

of Prince Albert at any time throughout the school year. No student will be placed in the EAL SLC for more than a school year.

The elementary EAL SLC currently provides educational programming for 24 students following the recent transition of three students to their attendance area school.

The chart below shows the number of ELLs from September 2017 to September 2019.

	Number of ELLs Sept. 30/17	Number of ELLs Sept. 30/18		Number of ELLs Sept. 30/19	
Total ELLs	352	368	+4.5%	395	+7.3%

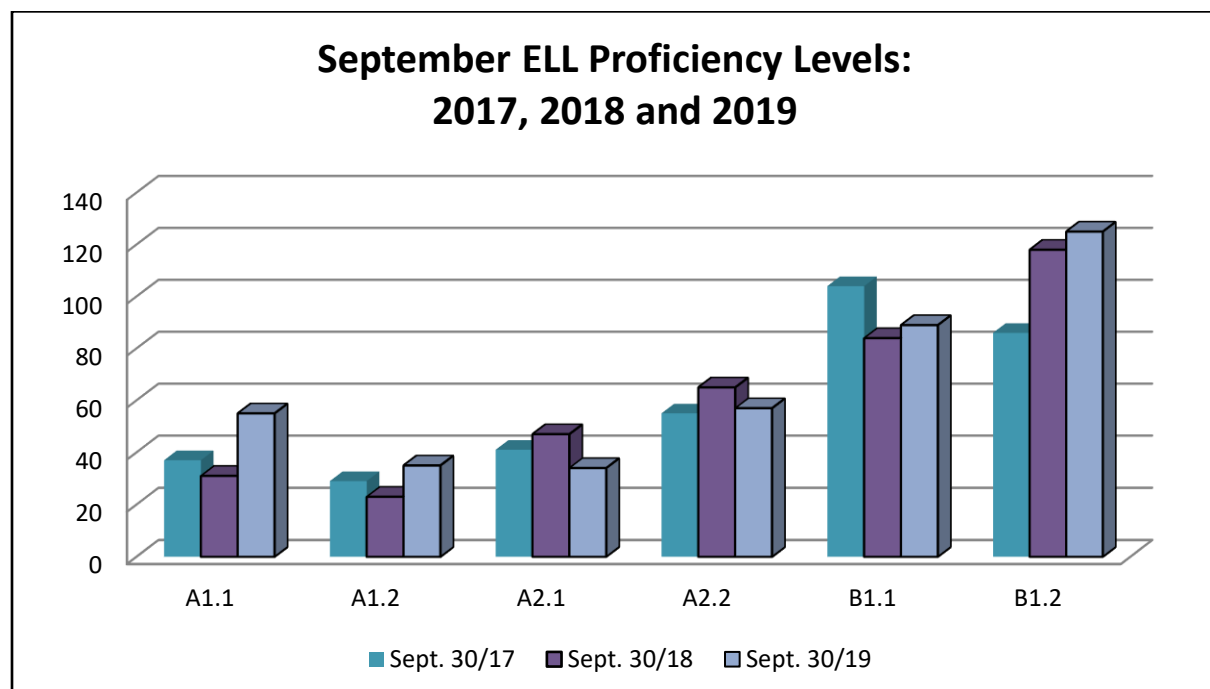
EAL Data and the Common Framework of Reference (CFR)

The CFR Global Scale is a chart of internationally recognized language levels that highlight observable language behaviours in social or academic contexts (i.e., the learner will...). The statements describe proficiency according to the learner's performance within 'real-world' contexts. A summary of CFR levels can be found in Appendix A of this report.

EAL teachers assess the readiness and CFR language levels of newcomers to Canada registering in a Canadian school for the first time. During the 2018-19 school year, 49 ELLs were assessed, whereas, 47 were assessed in 2017-18 and 39 were assessed in 2016-2017.

Additionally, the CFR is used to determine English language proficiency of all EAL students annually. EAL teachers provide support primarily to students with CFR levels below B1.1.

The EAL data illustrated in the following graph is indicative of student growth. Throughout the CFR scale, there is a constant increase in the number of students as we progress from level A1.2 through to level B1.2.



EAL teachers meet with an IS consultant 3 times per year to network, analyze student data and identify instructional practices that align with students' strengths and needs and contribute to continued student growth.

ADMINISTRATIVE IMPLICATIONS

Intensive Supports

1. In collaboration with the school-based teams and the SRPSD Inclusive Learning Team, we will continue to formalize procedures to engage all stakeholders in the best practices in inclusive education and ensure continued alignment with the Ministry of Education's vision of Inclusive Education.
2. Members of the Intensive Supports team have identified and developed a number of resources to further support school teams in building and implementing high quality educational programming for students with complex, intensive needs. Recognizing the impacts on student growth, these important, capacity-building, initiatives continue to have full support from the administrative team.
3. Students requiring intensive supports have various needs and may experience challenges during the year that necessitate strategic interventions. Therefore, it is important that classroom teachers continue to collaborate with their Educational Support Teachers and IS consultants to:
 - a. formulate realistic and achievable goals for students,
 - b. identify appropriate interventions, supports, and services,
 - c. monitor student progress,
 - d. celebrate successes, and
 - e. determine next steps.
4. Feedback from school teams confirms that the three Collaborative Teams (C-Teams), led by an IS consultant, are effective in actualizing the above-mentioned collaboration and coordination of interdisciplinary services to maximize supports and build capacity in schools. We will continue to use the C-Team model to foster ongoing collaboration between school teams and the Intensive Supports branch of the Inclusive Learning Team.
5. The 2018-19 eIIP outcome achievement rate remains statistically stable when compared to 2017-18 and 2016-17. After continued growth in earlier years, administration and the IS team will consult with ESTs and school admin to analyze the situation and determine what strategies and interventions will contribute to our goal of 100% of our students achieving their individualized goals.
6. We continue to strongly encourage all ESTs and specialized learning centre teachers to obtain an Additional Qualifications Certificate in special education. To support further study toward certification in special education, interested educators are invited to apply for financial support through the school-based professional development fund or SRPSD's teacher bursary fund.
7. Due to an increase in children and youth with intensive needs in multiple schools across the division, SRPSD continues to strive on maximizing the limited resources we have for specialized services such as speech language pathology, psychology, counselling, and occupational therapy. An emphasis will be placed on supporting the recruitment of specialized professionals such as educational psychologists. Integrating services and supports in the students' inclusive learning environment and building capacity at the school level continue to be a priority.

8. SRPSD continues to explore sources of supplemental funding to enhance services provided to students with intensive needs. Additional funding has recently been granted by both the provincial and federal governments (mental health grant, Jordan's Principle and ELIS funding).
9. We continue to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight schools and school-based physiotherapy services.
10. SRPSD will continue with the implementation of our Mental Health Action Plan. A combination of training and resources will be available to schools to allow them to:
 - a. foster relationships between educators and students that will reduce mental health stigma and increase help-seeking efficacy; and
 - b. enhance their educational programming that connect various mental health resources to existing curricular outcomes.
 - c. respond to individuals experiencing mental health distress and direct them to appropriate supports.

English as an Additional Language (EAL)

1. It is important that SRPSD continue to monitor student progress in the competency levels identified in the Common Framework of Reference and analyze student needs to ensure that our EAL supports are in line with the needs of the evolving English Language Learner population at SRPSD.
2. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
3. SRPSD continues to value its partnership with the YWCA who provides support to our EAL students and families with their Settlement Workers In Schools (SWIS) program.

GOVERNANCE IMPLICATIONS

Based on this accountability report, it is recommended that the Board continue to:

1. Support best practice in inclusive education to ensure *Excellence For Every Learner*,
2. Focus on supporting the needs of vulnerable students as outlined in the 2018-19 Board Advocacy Plan,
3. Foster partnerships and community engagement, particularly with the Saskatchewan Health Authority,
4. Support ongoing renewal of SRPSD Intensive Supports including the potential to restructure or discontinue programs, and
5. Allocate budget for intensive supports in ways that appropriately support the current learning strengths and challenges of our students.

Appendix A

Snapshot of Language Ability at Various CFR Levels

Basic User		
A1	A1.1	<ul style="list-style-type: none"> Understands and uses familiar words and very basic phrases to satisfy personal needs. Can make simple introductions, answer questions about personal details (name, age, location, family members) or personal items.
	A1.2	<ul style="list-style-type: none"> Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Shows limited ability to use simple grammatical structures, e.g., punctuation, capitalization, sentence patterns.
A2	A2.1	<ul style="list-style-type: none"> Understands sentences and basic information relevant to personal needs and family activities. Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or daily matters.
	A2.2	<ul style="list-style-type: none"> Can describe in simple language his/her background, immediate environment, interests or activities. Uses some simple structures accurately, but continues to systematically exhibit basic errors, e.g., verb tenses, use of prepositions, articles.
Independent User		
B1	B1.1	<ul style="list-style-type: none"> Understands the main points of clear standard speech about familiar topics. Can deal with most situations likely to arise in school or after school hours.
	B1.2	<ul style="list-style-type: none"> Produces simple connected text on topics which are familiar or of personal interest. Can describe experiences or events and can briefly give reasons and explanations for opinions and plans. Uses reasonably accurate structures and patterns within routine or predictable situations.