Saskatchewan Rivers
Public School Division
Excellence for Every Learner

Accountability Report
Student Support Services

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SOURCE DOCUMENTS:

1. **The Education Act (1995)**
    Section 178 – Pupils with intensive needs
    Section 187 – Gifted students
    Section 190 – Health of pupils
    Section 191 – Guidance and counseling 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 Strategic Plans**

    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.

    3.1 2014 – 2017 Strategic Plan

    Student Learning and Achievement
    Strategies identified to achieve the board's student learning and achievement goal:
    *   Targeted, relevant and timely professional development
    *   Student Support Services renewal
    *   Smooth transitions
    *   Employment targeted training
    *   Minimize the effects of student transiency
    *   Staff growth and supervision

    Engagement and Partnership Development
    Strategies identified to achieve the board's Engagement and Partnership Development goal:
    *   Enhance relationships with external partners
    *   Enhance the welcoming culture in all SRPSD facilities

3.2 <u>2017 – 2020 Strategic Plan</u>

Improved Reading, Writing and Math Performance
Strategies identified to achieve the board's student learning and achievement goal:
- Enhance First & Second Teacher orientation & support
- Principal and VP Workshops and Networking
- Provide Ed Support Teacher training and support
- Deploy a broad range of division professional development opportunities to address the needs of students and staff in their work towards the ESSP and division goals.
- Support inclusion through Inclusive Learning Team's coordinated multidisciplinary supports to schools
- Renew focus on inclusive education best practices through implementation of the Ministry of Education's new A.D.A.P.T. strategy

Enhanced Early Years Learning
Strategies identified to achieve the board's student learning and achievement goal:
- Inclusive Learning Team will provide school teams coordinated multidisciplinary supports for diverse learners

4. **SRPSD Annual Board Advocacy Plan for 2017-18**
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.

5. **Education Sector Strategic Plan (ESSP)**
2016-17 priority identified in the <u>ESSP</u>:
- Identify and implement high impact strategies for supporting student engagement, retention, and graduation

Improvement targets identified in the ESSP:
- 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 <u>document</u> honours all students while valuing early intervention and parent engagement.

7. **SRPSD English as an Additional Language (EAL) Handbook**
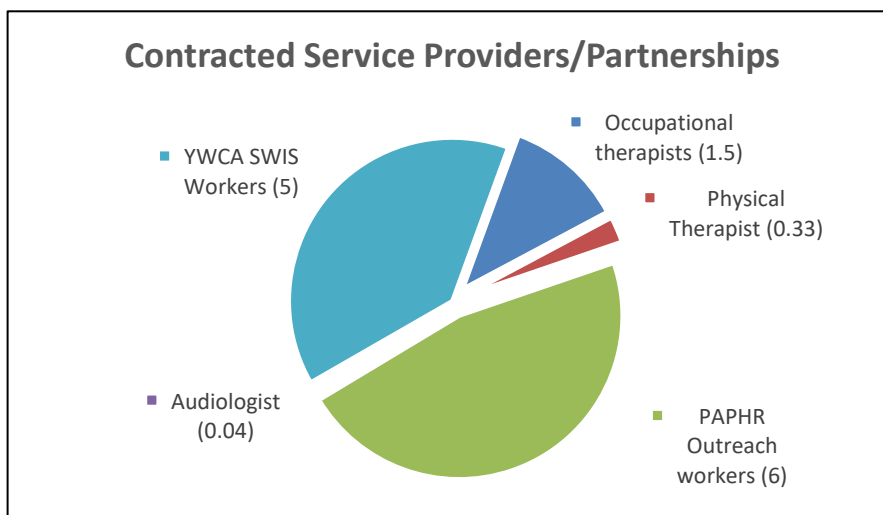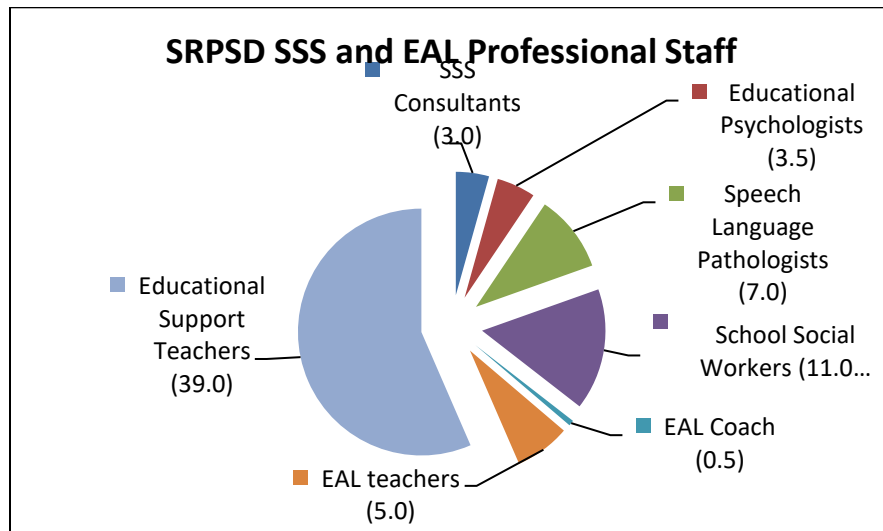This <u>document</u> provides an overview of SRPSD's EAL program.

8. **Administrative Procedures (APs)**
- <u>AP 201</u> – Modified, Alternative, Functional and Locally Developed Programs
- <u>AP 214</u> – Special Education
- <u>AP 325</u> – Administering Medication and Medical Treatment of Students
- <u>AP 345</u> – Admission of Resident Students

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. Student Support Services (2016-17)

SRPSD SSS and EAL Professional Staff

- SSS Consultants (3.0)
- Educational Psychologists (3.5)
- Speech Language Pathologists (7.0)
- School Social Workers (11.0...
- EAL Coach (0.5)
- EAL teachers (5.0)
- Educational Support Teachers (39.0)

Contracted Service Providers/Partnerships

- Occupational therapists (1.5)
- Physical Therapist (0.33)
- YWCA SWIS Workers (5)
- PAPHR Outreach workers (6)
- Audiologist (0.04)

2017-18 Staffing Adjustments

- 2 Speech Language Pathologists went on maternity leave and those positions were not filled.
- Half-time EAL coaching position became an EAL teaching position.
- STAR teaching position became Behaviour Coach position supporting teachers in all schools.

SRPSD Special Programs

SRPSD special programs are delivered by 15 teachers. Enrolments are represented in the chart below.

Special Program	2015-16 Enrolment (Nov. 5, 2015)	2016-17 Enrolment (Dec. 2016)	2017-18 Enrolment (Nov. 2017)	Capacity (Based on student needs, space, and staffing)
Alternative Education Carlton Grade 9	15	17	12	16
Alternative Education Carlton Grade 10	15	13	18	16
Alternative Education Carlton Grade 11	11	10	13	16
Alternative Education Carlton Grade 12	6	11	12	16
Alternative Education Riverside Grade 7/8	10	12	N/A	N/A
Alternative Education Wesmor Grade 7/8	8	N/A	N/A	N/A
Alternative Education Wesmor Grade 9	9	9	8	16
Alternative Education Wesmor Grade 10	15	15	14	16
Alternative Education Wesmor Grade 11	11	9	22	16
Alternative Education Wesmor Grade 12	11	7	10	16
Carlton Connections Grades 7/8	28	9	N/A	N/A
Carlton Connections Grades 9/10		14	N/A	N/A
Developmental Education	21	22	22	22
Independent Futures	30	35	22	35
Life Skills Riverside Elementary	8	16	20	20
Life Skills Riverside Middle Years	8			
Life Skills Wesmor	14	16	20	20
STAR	10	3	N/A	N/A
Total Enrolment	**230**	**206**	**193**	**218**

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

| Hospital Program	2014-15 Enrolment	2015-16 Enrolment	2016-17 Enrolment
Family Treatment Centre	243*	51*	39*
Mental Health Services		296*	383*

*The enrolment data in the chart above is a cumulative tally of monthly enrolments 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

SRPSD 2017-18 Goal: By June 2018, 100% of SRPSD students with an IIP will achieve their outcomes.

The chart below indicates the number of students requiring intensives supports reported annually to the Ministry of Education.
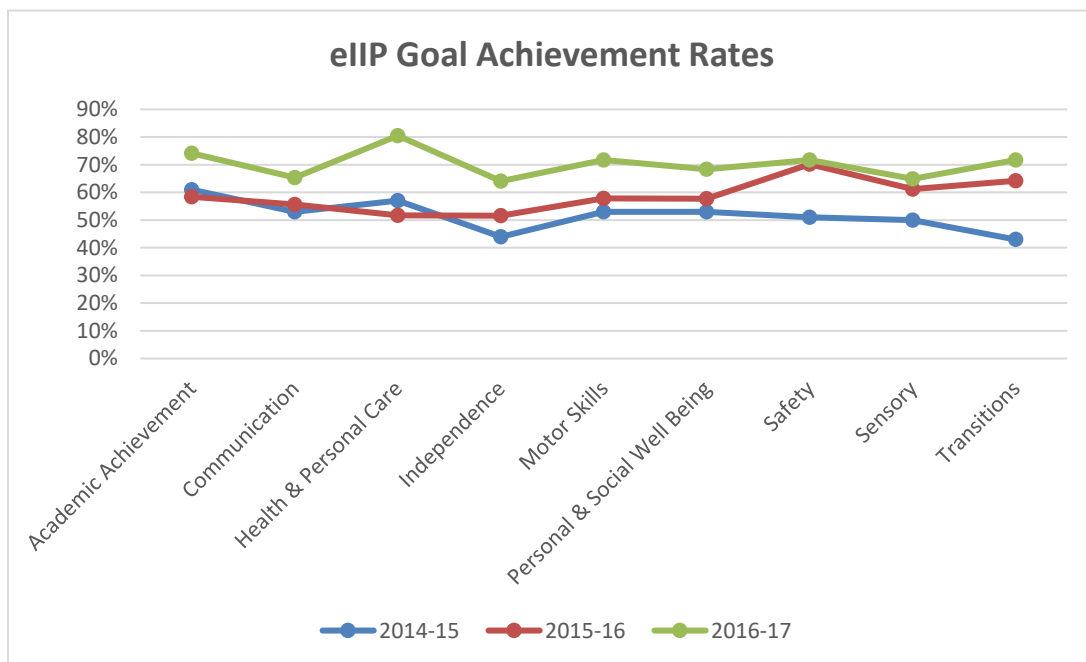
Number of Students Requiring Intensive Supports

Dec-17	678
Dec-16	607
Dec-15	522
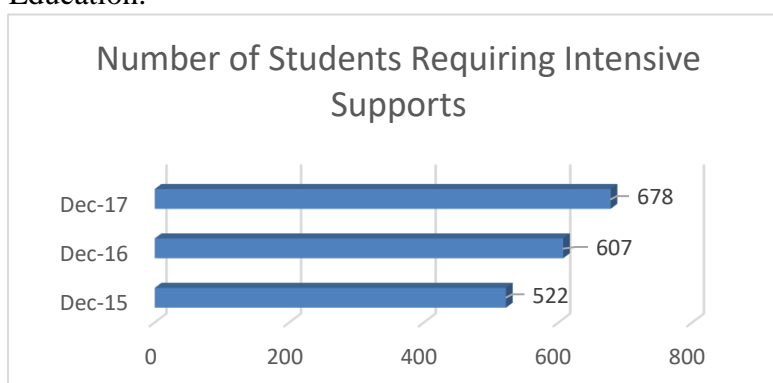
In 2017-18 we also asked school teams to identify other students requiring occasional or frequent supports using a "Snapshot" tool developed by the Ministry of Education. In October 2017, schools identified an additional 116 students requiring occasional or frequent supports.

Inclusion and Intervention Plans (IIP)

Inclusion and Intervention Plans are developed for each student identified to the ministry as requiring intensive supports. Classroom teachers, educational support teachers, school administrators, Student Support Services personnel, parents, students (when possible) 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 on the following page illustrate the 3-year trend in eIIP outcome achievement rates for each area of achievement.

IIP Area of Development	IIP Outcome Achievement rate (2015-16)	IIP Outcomes Identified (2016-17)	IIP Outcomes Achieved (2016-17)	IIP Outcome Achievement rate (2016-17)
Academic Achievement	58.4%	213	158	74.2%
Communication	55.7%	136	89	65.4%
Health & Personal Care	51.7%	41	33	80.5%
Independence	51.6%	234	150	64.1%
Motor Skills	57.8%	46	33	71.7%
Personal & Social Well Being	57.7%	215	147	68.4%
Safety	70.2%	53	38	71.7%
Sensory	61.2%	37	24	64.9%
Transitions	64.2%	113	81	71.7%
Total	**57.6%**	**1088**	**753**	**69.2%**

eIIP Goal Achievement Rates

Non-Violent Crisis Intervention (NVCI)

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. A Student Support Services consultant is a certified NVCI trainer and has developed a three-year plan to ensure ongoing training and support for each of SRPSD's 32 schools. In 2016-17 (year 1), four training sessions were offered and 54 individuals obtained NVCI certification. In 2017-18, three additional training sessions will be offered at the Education Centre. In addition to these, schools can request NVCI training during a PLC day. We anticipate that up to 50 additional individuals will be trained in 2017-18. By the end of 2018-19, all schools will have personnel with recent NVCI training.

Crisis Response

Student Support Services Crisis Response Teams are prepared to respond to critical incidents in schools. Crisis Response Teams include consultants, psychologists, and social workers. In 2016-2017, Crisis Response Teams responded to three critical incidents to support students and staff in schools.

In August 2017, updates were made to the [Emergency Response Plan](#) to provide administrators with quick reference tools when managing critical incidents. The *[Death by Suicide: An Administrator's Response Guide](#)* and *[Supporting Students Through Grief: Teacher Resource Package](#)* were also developed to assist administrators and teachers in supporting members of the school community who may be impacted by 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 2015-16, the Board of Education granted PACI a Program Enhancement Grant allowing the school to receive training in Mental Health Literacy, a resource developed by the Sun Life Financial Chair in Adolescent Mental Health, in 2016-17. Mental Health Literacy has two main components: "Go-To Educator" training and curricular modules to drive explicit mental health teachings in the classroom.

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.

The entire PACI staff, as well as a Student Support Services superintendent and consultant participated in the training session led by Dr. Stan Kutcher in January 2017. PACI teachers worked on making the connections between the curricular modules and several outcomes in various Saskatchewan curricula. Formal teaching of Mental Health Literacy curriculum modules was implemented in the second semester. Feedback shared by teachers involved in Mental Health Literacy at PACI has been extremely positive.

In addition to the Mental Health Literacy pilot project at PACI, the Joint Committee on Student Teacher Time identified mental health supports as a top priority following the analysis of a survey completed by members of the Prince Albert and Area Teachers Association.

Understanding the level of concern voiced by educators, SRPSD focused on the development of a Mental Health Action Plan in 2016-17. A steering committee was formed with representation of various stakeholders such as administrators, teachers, consultants, psychologists, social workers and an elder to work on the development of the action plan. Key initiatives included in the action plan are:

- Mental Health Literacy implementation in all SRPSD schools;
- Mental Health Literacy training for our community partners;
- digital reference library of various mental health resources and educational strategies;
- additional educational opportunities for school counsellors and;
- updated suicide prevention training.

The above-mentioned initiatives will be realized over a three-year timeline.

So far in 2017-18, training for trainers was led by Dr. Stan Kutcher and involved 33 participants who will be available to offer training sessions (Go-To Educator and Curriculum) to schools across the division. Social workers received a condensed version of "Go-To Educator training during their December 13th meeting. More condensed training will be included in school administrator and educational support teachers meetings later this year. Wesmor Public High School has committed to training this year as they prepare to teach curriculum modules in block 5 at the end of the year. Four other schools have also indicated that would like to have Mental Health Literacy training in 2017-18.

Saskatchewan Rivers Public School Division has been recognized as a leader in Saskatchewan with the implementation of Mental Health Literacy. School divisions from Saskatoon and Moose Jaw have consulted with our team as they consider Mental Health Literacy implementation.

Finally, SRPSD had the largest number of participants at The Saskatchewan School-Based Mental Health Conference held in Saskatoon in May 2017. Over 20 individuals were present and took part in a variety of workshops.

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 universal needs of their students. In schools where the number of ELL students is greater than five, a dedicated EAL teacher is available to offer enhanced supports to the targeted group of ELL learners. In most schools, the EAL teacher is a part-time component of the school's teaching allocation. Given the high number of students at John Diefenbaker School and Carlton Comprehensive High School, these schools have full-time EAL teachers on staff to meet the needs of ELLs. SRPSD also has an EAL language assistant to provide supports in a school where the EAL teacher is itinerant and provides supports to multiple

schools. A Student Support Services consultant is responsible for coordinating SRPSD's EAL program.

The chart below shows the number of ELLs from September 2015 to September 2017.

|	Number of ELLs Sept. 30/15		Number of ELLs Sept. 30/16		Number of ELLs Sept. 30/17	
Total ELLs	228		284	+24.5%	352	+23.9%

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. The snapshot 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 2016-17 school year, 39 ELLs were assessed, whereas 41 were assessed in 2015-2016 and 18 in 2014-15. Our current number of new ELL assessments for newcomer students this year is 7.

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. The increased number of students at the A1.1 level is associated with the increased number of newcomers attending SRPSD schools. Throughout the remainder of the CFR levels, there is a constant increase in the number of students as we progress from level A1.2 through to level B1.2.

September ELL Proficiency Levels: 2014, 2015, 2016 and 2017
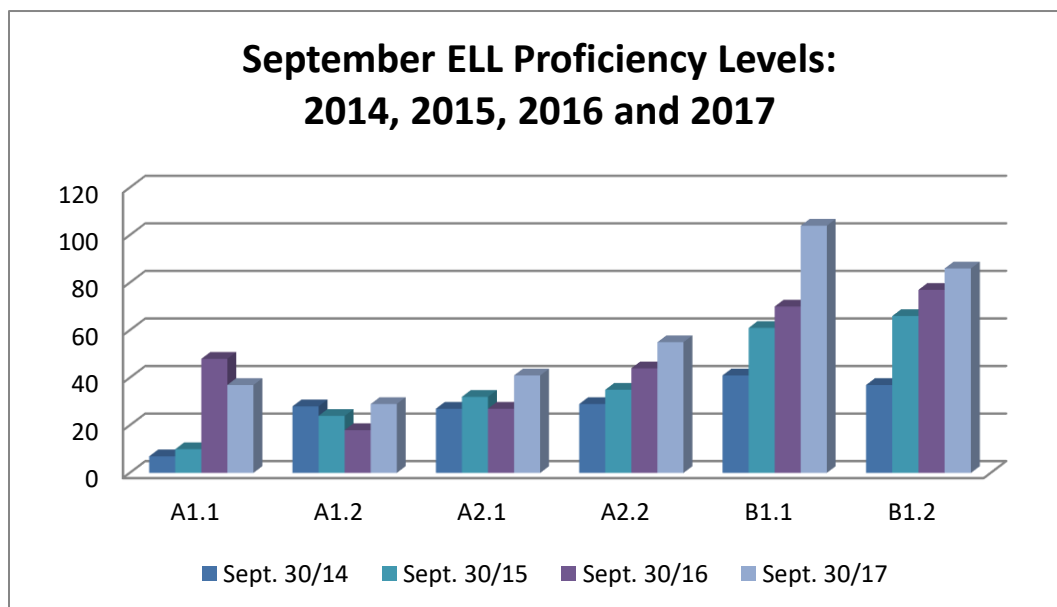
The July 2016 to July 2017 progress report from the ministry indicates the following:

CFR Level	No change in CFR level	Increase of 1 CFR level	Increase of more than 1 CFR level
A1.1	2	4	11
A1.2	2	5	6
A2.1	4	3	7
A2.2	12	7	4
B1.1	18	11	0
B1.2	31	0	n/a

EAL teachers meet with an SSS 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

Student Support Services
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 Response To Intervention process and ensure its continued alignment with the Ministry of Education's vision of Inclusive Education.

2. 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 (EST) and SSS 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; and
   e. determine next steps.

   Initial feedback from stakeholders confirms that the three Collaborative Teams (C-Teams) are effective forums for the above-mentioned collaboration and coordination of interdisciplinary services to maximize supports. We will continue to use the C-Team model to foster ongoing collaboration between school teams and the interdisciplinary services branch of the Inclusive Learning Team.

3. We continue to strongly encourage all ESTs and special program 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.

4. 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, occupational therapy and physical therapy.

5. SRPSD continues to support school personnel and students in understanding and managing autism. The Reference and Regulate coaching supports initiated in 2016-17 continue in 2017-18 with a SLP designated to provide coaching supports to schools. However, with the reduced number of SLPs in 2017-18, our anticipated timeline for implementation of Reference and Regulate in schools across the division had to be adjusted.

6. 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 relations 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.

7. We continue to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight schools.

8. SRPSD will continue to support the professional development of educational assistants. Mental Health Literacy training will be primary focus in 2018-19 with opportunities for individual requests as well.

9. The Students Support Services team continues to formalize the referral processes for various SRPSD special programs to ensure alignment with the intervention continuum and maximize efficiencies.

English as an Additional Language (EAL)
10. 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 growing English Language Learner population at SRPSD.

11. 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. There are currently four SWIS workers providing direct support to students in nine of our schools.

GOVERNANCE IMPLICATIONS

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

1. focus on supporting the needs of vulnerable students as outlined in the 2017-18 Board Advocacy Plan;
2. foster partnerships and community engagement, particularly with the new Saskatchewan Health Authority;
3. support ongoing renewal of Student Support Services including the potential to restructure or discontinue programs and;
4. allocate budget for Student Support Services 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	• 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	• 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	• 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	• 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	• 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	• 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.