
Accountability Report

Student Support Services



Tom Michaud
Superintendent of Schools

January 14th, 2019

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 2018-19

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 2018, 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 2018, 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 2018, 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 2018, 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 2018, 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.

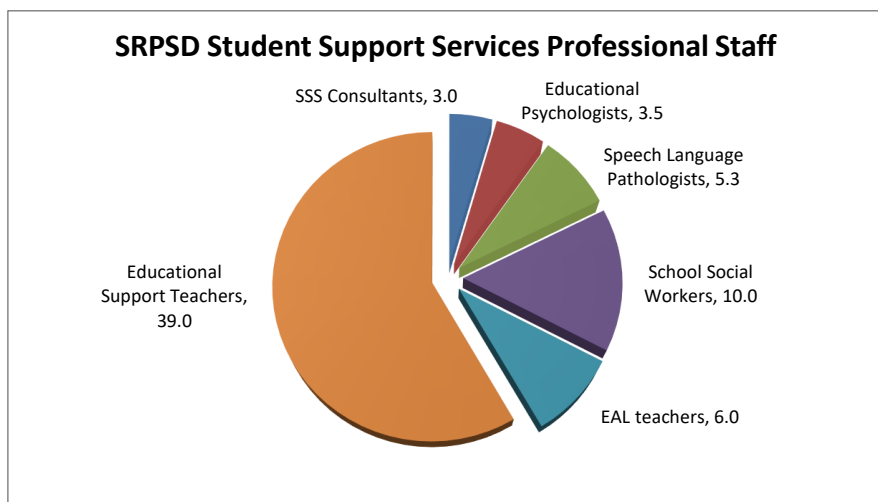
8. Administrative Procedures (APs)

- [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

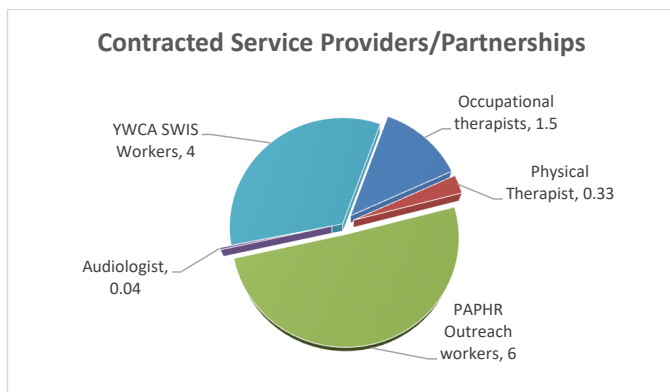
EVIDENCE

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 (2017-18)



The 0.3 FTE for SLPs reflects the return of one SLP from maternity leave in March 2018.



2018-19 Staffing Adjustments

- Increase from 5.3 to 7.0 FTE SLPs due to returns from maternity leaves
- Increase in contracted OT services from 1.5 FTE to 1.75 FTE.
- Reduction of 0.5 FTE in school psychology due to unfilled vacancy
 - External contractor to provide up to 30 educational psychological assessments.

SRPSD Specialized Learning Centres, Alternative Education and Functional Integrated Programs
(formerly identified as Special Programs)

Prekindergarten to Grade 8

Specialized Learning Centre	2016-17			2017-18			2018-19			Capacity
	2016-17 Enrolment (Dec. 2016)	Teacher FTE	EA FTE	2017-18 Enrolment (Nov. 2017)	Teacher FTE	EA FTE	2018-19 Enrolment (TBD)	Teacher FTE	EA FTE	
Alternative Education Grade 7/8	12	1.0	1.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Developmental Education	22	1.0	11.0	22	2.0	10.0	20	2.0	10.0	22
Life Skills Elementary	16	1.0	3.0	20	1.0	4.0	18	1.0	4.0	20
Life Skills Middle Years	8	1.0								
STAR	3	1.0	2.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals (PreK – Grade 8)	61	5.0	17.0	42	3.0	14.0	38	3.0	14.0	

Grades 9 to 12

Educational Program	2016-17			2017-18			2018-19			Capacity
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Carlton Connections Grades 7/8	9	1.0	1.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Carlton Connections Grades 9/10	14	1.0	1.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alternative Education Carlton Grade 9	17	1.0	5.0	12	1.0	5.0	13	1.0	5.0	16
Alternative Education Carlton Grade 10	13	1.0		18	1.0		15	1.0		16
Alternative Education Carlton Grade 11	10	1.0		13	1.0		13	1.0		16
Alternative Education Carlton Grade 12	11	1.0		12	1.0		15	1.0		16
Independent Futures (Functional Integrated Program)	35	3.0	13.5	22	3.0	11.0	28	2.0	11.0	28
Alternative Education Wesmor Grade 9	9	1.0	1.0	8	1.0	1.0	6	1.0	1.0	16
Alternative Education Wesmor Grade 10	15	1.0	1.0	14	1.0	1.0	13	1.0	1.0	16
Alternative Education Wesmor Grade 11	9	1.0	1.0	22	1.0	1.0	9	1.0	1.0	16
Alternative Education Wesmor Grade 12	7	1.0	1.0	10	1.0	1.0	22	1.0	1.0	16
Life Skills High School (Functional Integrated Program)	16	1.0	2.0	20	1.0	2.0	26	2.0	2.0	28
Totals (Grades 9-12)	165	14.0	26.5	151	12.0	22.0	160	12.0	22.0	

There are other students enrolled in Alternative Education and Functional Integrated Programs in rural schools. We are currently working with principals to ensure that these students are properly identified in the Student Information System so that these numbers may be included in future reports.

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.

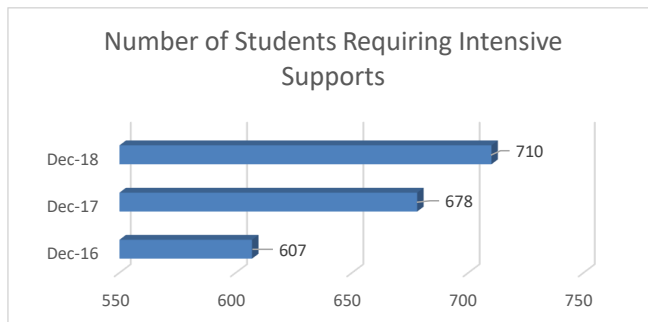
Hospital Program	2015-16 Enrolment	2016-17 Enrolment	2017-18 Enrolment
Family Treatment Centre	51	39	64
Mental Health Services	296	383	351

*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

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



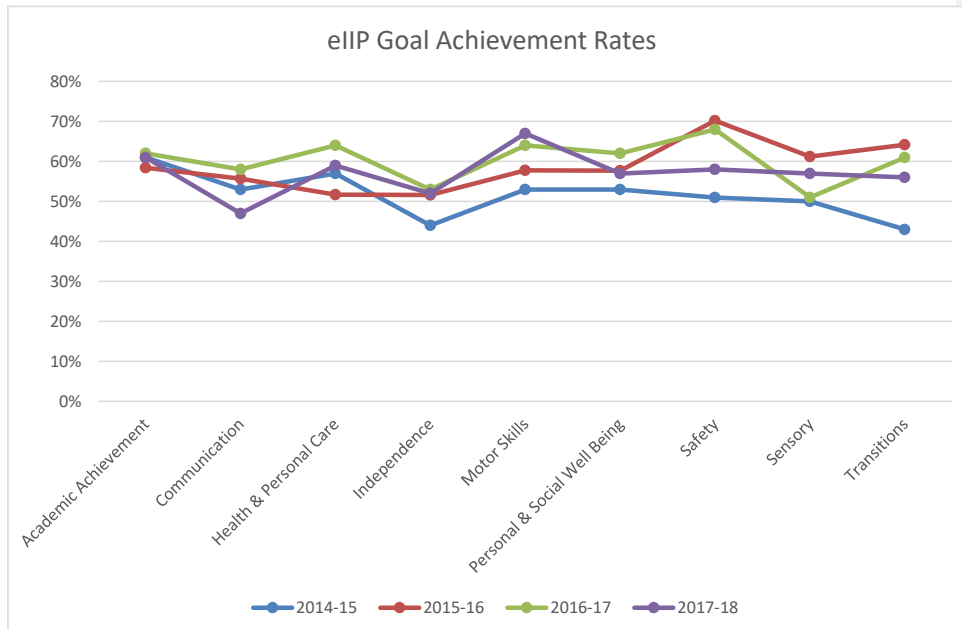
In November 2017, an additional 116 students were identified by ESTs as requiring intensive supports but were not included in the report to the Ministry because of the requirement that the students access supports from outside agencies or the capping of the students with formal IIPs in some schools. With more explicit directives and follow-up with ESTs in 2018-19, the number of additional students identified as requiring intensive supports is now 622.

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, Student Support Services 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 (2017-18)	eIIP Outcome Achievement rate (2017-18)	eIIP Outcome Achievement rate (2016-17)
Academic Achievement	27.7%	61%	62%
Communication	10.8%	47%	58%
Health & Personal Care	3.3%	59%	64%
Independence	21.1%	52%	53%
Motor Skills	3.6%	67%	64%
Personal & Social Well Being	19.1%	57%	62%
Safety	3.9%	58%	68%
Sensory	2.8%	57%	51%
Transitions	7.6%	56%	61%
Total	100%	60.0%	60.4%



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 were offered at the Education Centre. In addition to these, schools can request NVCi training during a PLC day. A total of 86 individuals received NVCi training in 2017-18.

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 2017-2018, Crisis Response Teams responded to two critical incidents to support students and staff in schools. It is also important to note that SRPSD did send a crisis response team to support Horizon School Division in providing counselling services in schools following the Humboldt Broncos tragedy.

Commented [MT1]: King George – death of former PreK student
Kinistino – student suicide

Mental Health Action Plan

Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in our pursuit of educational excellence. In 2017-18, we continued to offer Mental Health Literacy (MHL) training in schools. Mental Health Literacy has two main components: "Go-To Educator" training and curricular modules to guide explicit mental health learnings 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.

In October 2018, training for trainers was led by Dr. Stan Kutcher and involved 33 participants who are available to offer training sessions (Go-To Educator and Curriculum) to schools across the division.

Over the course of the 2017-18 school year, twenty seven trainers were called upon to offer eleven "Go-to Educator" training sessions in schools on PLC days. A total of 190 people participated in these MHL training sessions.

Carlton Comprehension Public High School and Wesmor Public High School, also completed in-service training on the MHL curriculum modules. Several high schools imbedded the MHL curriculum modules in their grade 9 and 10 programming.

SRPSD continues to focus on the actualization of other strategies included in our Mental Health Action Plan. In 2017-18 all elementary schools were provided with the resource *Healthy Mind, Healthy Body*, which aligns with the main objectives of MHL and has been adopted by the

Province of Nova Scotia and other school divisions across the country. The team at Wild Rose Public School were leaders in making curricular connections with *Healthy Mind, Healthy Body* modules. These connections to Saskatchewan curricular outcomes are now available to all SRPSD schools.

SRPSD also purchased licenses for schools to access GoZen.com. This is an online resource of videos and accompanying lesson plans for teachers to use in their classroom. Social workers are using this resource in their services offered to students as are a number of classroom teachers.

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.

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. In schools where the number of EAL students with a CFR Level of A1.1 to A2.2 is greater than five, a dedicated EAL teacher is available to offer enhanced supports to the targeted group of ELLs. In most schools, the EAL teacher is a part-time component of the school's teaching allocation. In 2017-18, given the high number of students at John Diefenbaker 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 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 2016 to September 2018.

	Number of ELLs Sept. 30/16	Number of ELLs Sept. 30/17	Number of ELLs Sept. 30/18
Total ELLs	284	352 +23.9%	368 +4.5%

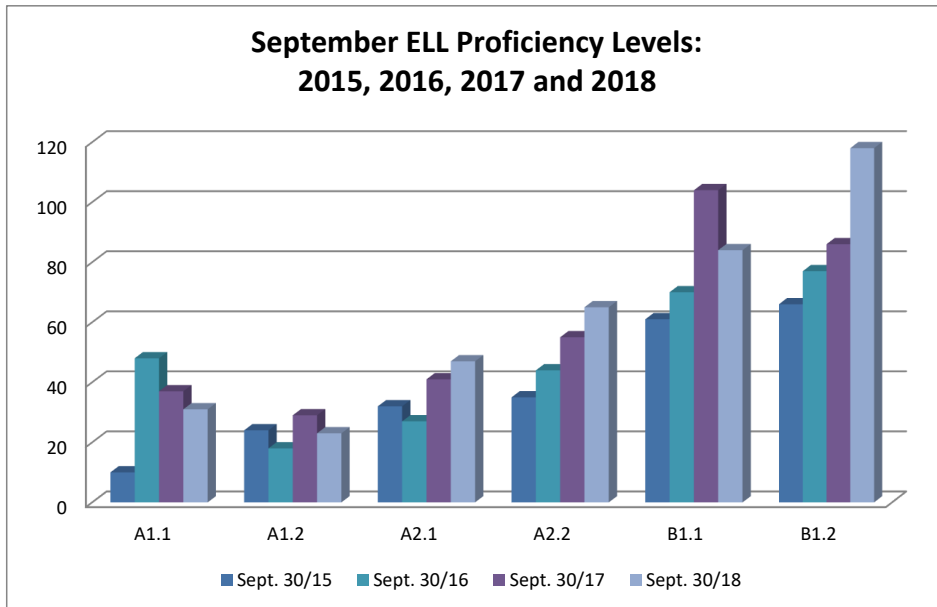
EAL Data and the Common Framework of Reference (CFR)

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 2017-18 school year, 47 ELLs were assessed, whereas, 39 were assessed in 2016-17 and 41 were assessed in 2015-2016.

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 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
 - e. determine next steps.
3. Feedback from school teams confirms that the three Collaborative Teams (C-Teams), led by an SSS 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 Student Support Services branch of the Inclusive Learning Team.
4. Members of the Student Support Services 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.
5. The 2017-18 eIIP outcome achievement rate remains unchanged from 2016-17 after continued growth in previous years. Administration and the SSS team will consult with ESTs and school admin to analyze the situation and determine what strategies 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, occupational therapy and physical therapy. 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 (mental health training) and federal governments (Jordan's Principle).
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.
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.
11. SRPSD will continue to support the professional development of educational assistants. Mental Health Literacy training will be the primary focus in 2018-19 with opportunities for individual requests as well.

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 continues to:

1. focus on supporting the needs of vulnerable students as outlined in the 2018-19 Board Advocacy Plan,
2. foster partnerships and community engagement, particularly with the 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	<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.

Appendix B – List of Acronyms

Acronym	Description
AP	Administrative Procedure
CFR	Common Framework of Reference
C-Team	Collaborative Team
EAL	English as an Additional Language
eIIP	Electronic Inclusion and Intervention Plan
ELL	English Language Learner
ESSP	Education Sector Strategic Plan
EST	Educational Support Teacher
FTE	Full Time Equivalent
MHL	Mental Health Literacy
NVCI	Non-Violent Crisis Intervention
SRPSD	Saskatchewan Rivers Public School Division
SSS	Student Support Services