



Accountability Report

Student Support Services

Tom Michaud, Superintendent of Schools

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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 2014 -2017 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.*

a) 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

b) 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

4. Education Sector Strategic Plan (ESSP)

2016-17 priority identified in the ESSP:

- 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.

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

This document honours all students while valuing early intervention and parent engagement.

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

This document provides an overview of SRPSD's EAL program.

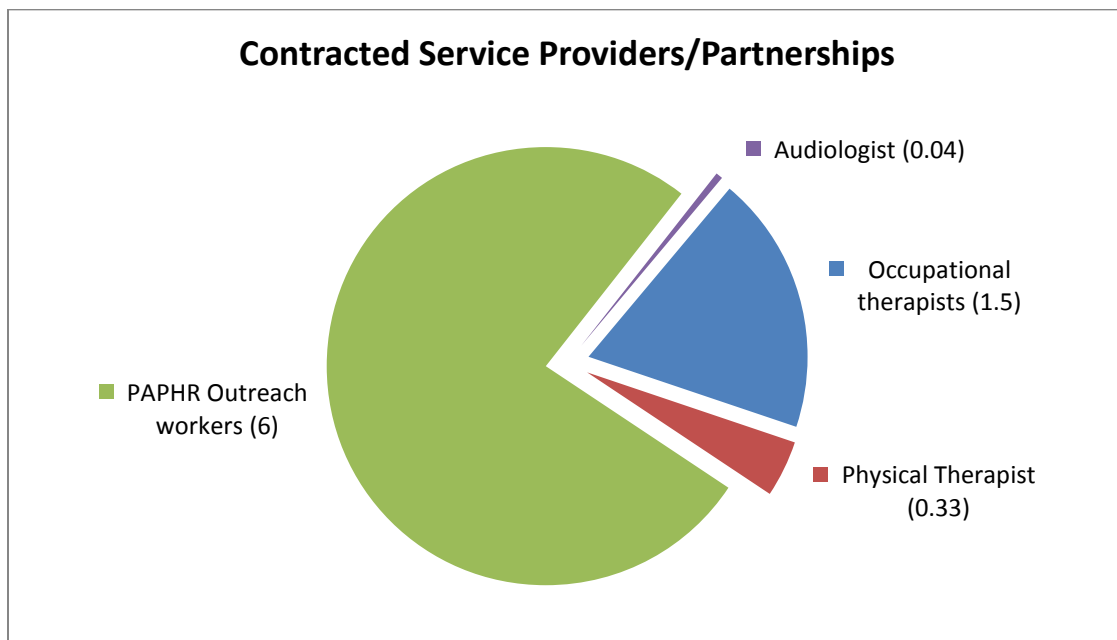
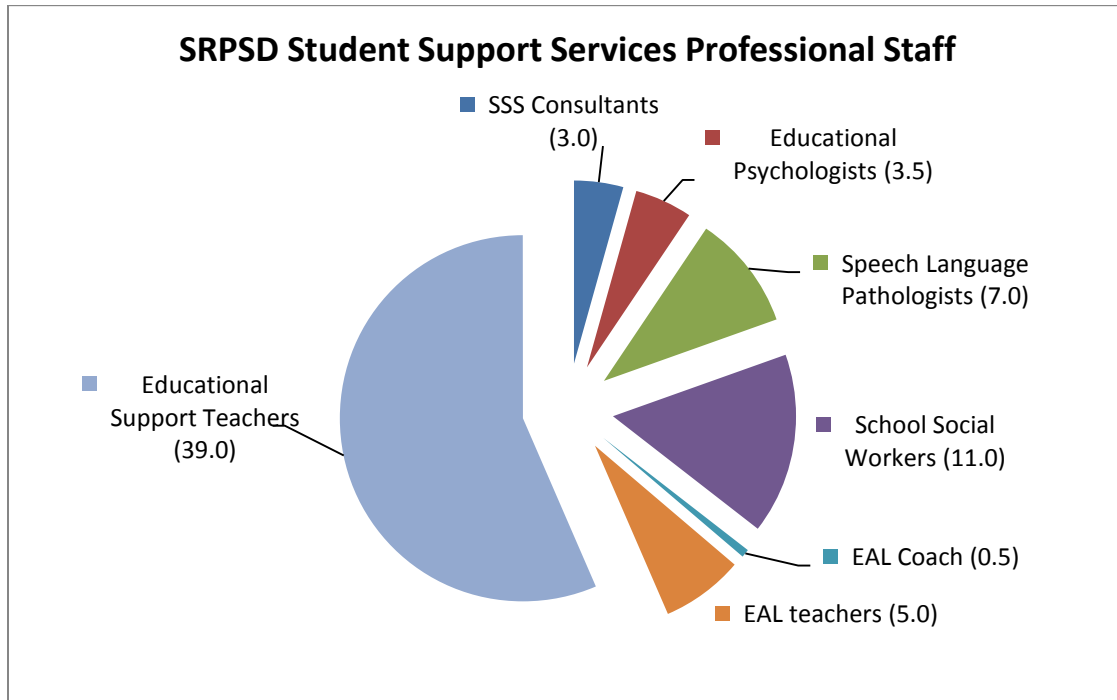
7. Administrative Procedures (APs)

- 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



SRPSD Special Programs

SRPSD special programs are delivered by 17 teachers. Enrolments are represented in the chart below.

Special Program	2014-15 Enrolment (Dec. 9, 2014)	2015-16 Enrolment (Nov. 5, 2015)	2016-17 Enrolment (Dec. 2016)	Capacity (Based on student needs, space, and staffing)
Alternative Education Carlton Grade 9	17	15	17	16
Alternative Education Carlton Grade 10	15	15	13	16
Alternative Education Carlton Grade 11	12	11	10	16
Alternative Education Carlton Grade 12	16	6	11	16
Alternative Education Riverside Grade 7/8	13	10	12*	14
Alternative Education Wesmor Grade 7/8	13	8	N/A	N/A
Alternative Education Wesmor Grade 9	16	9	9	16
Alternative Education Wesmor Grade 10	19	15	15	16
Alternative Education Wesmor Grade 11	14	11	9	16
Alternative Education Wesmor Grade 12	12	11	7	16
Carlton Connections Grades 7/8	28	28	9	14
Carlton Connections Grades 9/10			14	14
Developmental Education	20.5	21	22	22
Independent Futures	30	30	35	35
Life Skills Riverside Elementary	9	8	16	16
Life Skills Riverside Middle Years	9	8		
Life Skills Wesmor	15	14	16	17
STAR	11	10	3	7
Total Enrolment	269.5	230	206	281

* 2016-17 marks the first year of a two-year plan to phase-out Alternative Education in grades 7 and 8.

In addition, 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	2013-14 Enrolment	2014-15 Enrolment	2015-16 Enrolment
Family Treatment Centre	236*	243*	51*
Mental Health Services			296*

*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.

Students requiring Intensive Supports

As reported to the Ministry in December 2016, SRPSD identified 607 students as requiring intensive supports which compares to 522 in 2015 and 491 in 2014

Inclusion and Intervention Plans (IIP)

Inclusion and Intervention Plans are developed for each of the 607 students 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.

SRPSD 2016-17 Goal: By June 2017, 100% of SRPSD students with an IIP will achieve their outcomes.

IIP Area of Development	IIP Outcome Achievement rate (2014-15)	IIP Outcomes Identified (2015-16)	IIP Outcomes Achieved (2015-16)	IIP Outcome Achievement rate (2015-16)
Academic Achievement	61%	317	185	58.4%
Communication	53%	140	78	55.7%
Health & Personal Care	57%	29	15	51.7%
Independence	44%	246	127	51.6%
Motor Skills	53%	45	26	57.8%
Personal & Social Well Being	53%	222	128	57.7%
Safety	51%	57	40	70.2%
Sensory	50%	49	30	61.2%
Transitions	43%	106	68	64.2%
Total	52%	1211	697	57.6%

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. Currently, fourteen (14) of SRPSD's schools have staff teams who are trained in Non-Violent Crisis Intervention. 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. NVCI is an integral part of SRPSD's safe and caring schools.

Crisis Response Team

Student Support Services Crisis Response Teams are prepared to respond to critical incidents in schools. Crisis response teams include consultants, psychologists, and social workers. During 2015-2016, teams responded to 3 critical incidents to support students and staff schools. In addition to this, a SRPSD Crisis Response Team was deployed to La Loche to support that community following the tragic incident of January 2016.

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. SRPSD has a 0.5 FTE EAL coach who is available to all teachers requiring support with differentiation strategies specific to EAL. 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 ELL students. SRPSD also has an EAL language assistant to provide supports in the school where the EAL coach is also the part-time EAL teacher. A Student Support Services consultant is responsible for coordinating SRPSD's EAL program.

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 and the breakdown of SRPSD's English Language Learners (ELL) by grade 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 school for the first time. During the 2015-16 school year, 41 ELLs were

assessed, whereas 18 were assessed in 2014-2015 and 40 in 2013-14. Our current number of new ELL assessments this year is 26.

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 table 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.

English Proficiency Level (CFR)	Number of ELLs Sept. 30/14		Number of ELLs Sept. 30/15		Number of ELLs Sept. 30/16	
A1.1	7	4%	10	4%	48	17%
A1.2	28	17%	24	11%	18	6%
A2.1	27	16%	32	14%	27	10%
A2.2	29	17%	35	15%	44	15%
B1.1	41	24%	61	27%	70	25%
B1.2	37	22%	66	29%	77	27%
Total ELLs	169	100%	228	100%	284	100%

The number of EAL students at SRPSD rose from 228 in September 2015 to 284 in September 2016. This represents a year-to-year increase of 26.8%. When compared to September 2014, the increase in EAL students climbs to 68%.

The year-to-year (July 2015 to July 2016) 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	19	4	4
A1.2	6	8	2
A2.1	6	7	2
A2.2	16	9	4
B1.1	31	15	0
B1.2	38	1	0

EAL student data is continually monitored by the school-based and SSS teams to measure student learning and direct instructional strategies.

ADMINISTRATIVE IMPLICATIONS

Student Support Services

1. In collaboration with the school-based teams and the SRPSD Integrated Learning Department, we will continue to formalize procedures to engage all stakeholders in the Response To Intervention process and ensure its continued alignment with the vision of Inclusive Education currently being renewed by the Ministry of Education.
2. Students requiring intensive supports may experience challenges or needs during the year that may be physical, medical, or health-related. Hence, establishing achievable goals continues to be a priority for educational support teachers (ESTs). Consultants continue to work with ESTs 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. Currently, half of our ESTs and special class teachers meet the Ministry's requirements for the Additional Qualifications Certificate in special education. To support further study toward certification in special education, interested special educators were invited to apply for financial support once again in the spring of 2016. Eight applications were submitted and accepted. 2016-17 is the third year of a three-year commitment to support ESTs with an education bursary. Extending the program will be part of upcoming budget deliberations.
4. Due to an increase in children and youth with mobility, medical, and health related challenges, SRPSD has increased Physical Therapist (PT) contracted time to a total of 60 days in 2016-17. The physical therapist works collaboratively with occupational therapists, consultants, psychologists, and speech and language pathologists (SLPs) as well as with school-based teams.
5. SRPSD has also increased its service agreement with an audiologist in order to provide increased support and collaboration with SLPs and ESTs to assess and meet the needs of students. The current agreement now recognizes the equivalent of seven (7) days of support in 2016-17 as compared to four (4) in previous years.
6. To further support school personnel and students in understanding and managing autism, a focus group within the SSS team elaborated a strategic plan to launch intensive coaching supports in targeted schools. This three-year plan will see SLPs, educational psychologists and consultants offer intense coaching supports with the objective to build capacity and develop autonomy with regards to the implementation of reference and regulate strategies in 6-7 schools per year.
7. Recognizing the growing need to offer mental health supports to our students, a focus group has been mandated to research various mental health initiatives that have proven, positive impacts on student well-being. This research will be the first step in the development of a SRPSD mental health framework that will guide all stakeholders in their interventions to support student well-being.

8. We continue to value our partnership with the Prince Albert Parkland Health Region (PAPHR) who provides outreach workers in direct support of students in eight schools.
9. Once again, in October 2016, educational associates were able to participate in a division-wide professional learning community initiative during which the Saskatchewan Educational Leadership Unit offered a training module entitled: Academic Supports for Learners. Other modules offered to date include:
 - Multi-Disciplinary Teams,
 - Behavioural Supports for Learners, and
 - Fetal Alcohol Spectrum Disorder (January 2016).

We will continue to organize professional development for EAs to support them in their work with students.

10. In 2016-17 the Students Support Services team will endeavour 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)

11. 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 resources are in line with the needs of the growing English Language Learner population at SRPSD.
12. Another valued partnership at SRPSD is with the YWCA who provides support to our EAL students and families with their Settlement Workers In Schools (SWIS) program. There are currently five (5) SWIS workers providing direct support to students in six (6) of our schools.

GOVERNANCE IMPLICATIONS

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

1. Foster partnerships and community engagement, particularly with Prince Albert Parkland Health Region;
2. Support ongoing renewal of student support services including the potential to restructure or discontinue programs and;
3. 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.

EAL Proficiency Levels Reported by Saskatchewan Rivers SD 119

School Year: 2016/2017

School Division Profile - EAL Proficiency Levels

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	Total
Saskatchewan Rivers SD 119	48	18	27	44	70	77	284
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	Total
Grade 1	13	2	5	2	0	1	23
Grade 2	5	4	7	4	2	2	24
Grade 3	8	3	2	8	9	5	35
Grade 4	3	0	4	7	7	5	26
Grade 5	3	1	4	4	9	5	26
Grade 6	4	0	2	5	5	8	24
Grade 7	2	1	0	7	13	9	32
Grade 8	3	1	2	2	5	11	24
Grade 9	2	1	0	2	3	13	21
Grade 10	3	0	0	1	7	5	16
Grade 11	0	2	0	0	5	5	12
Grade 12	0	3	1	2	5	8	21
Totals	48	18	27	44	70	77	284