**Saskatchewan Rivers Public School Division**
*Excellence for Every Learner*

# Accountability Report:
## Intensive Supports

cultivating
Growth
Sowing Seeds of Inclusive Education for ALL

Tom Michaud

Superintendent of Schools

January 2021

**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 2020, 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 2020, 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 2020, 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 2020, 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 2020, 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**

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

8. **SRPSD Emergency Response Plan**

9. **Community Threat/Risk Assessment and Support Protocol**

10. **Administrative Procedures (APs)**
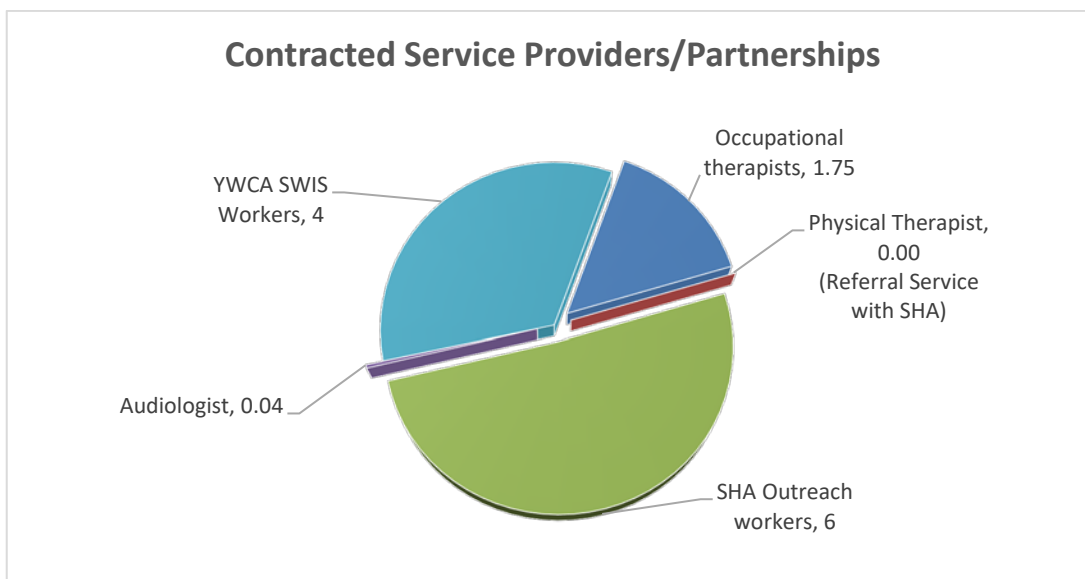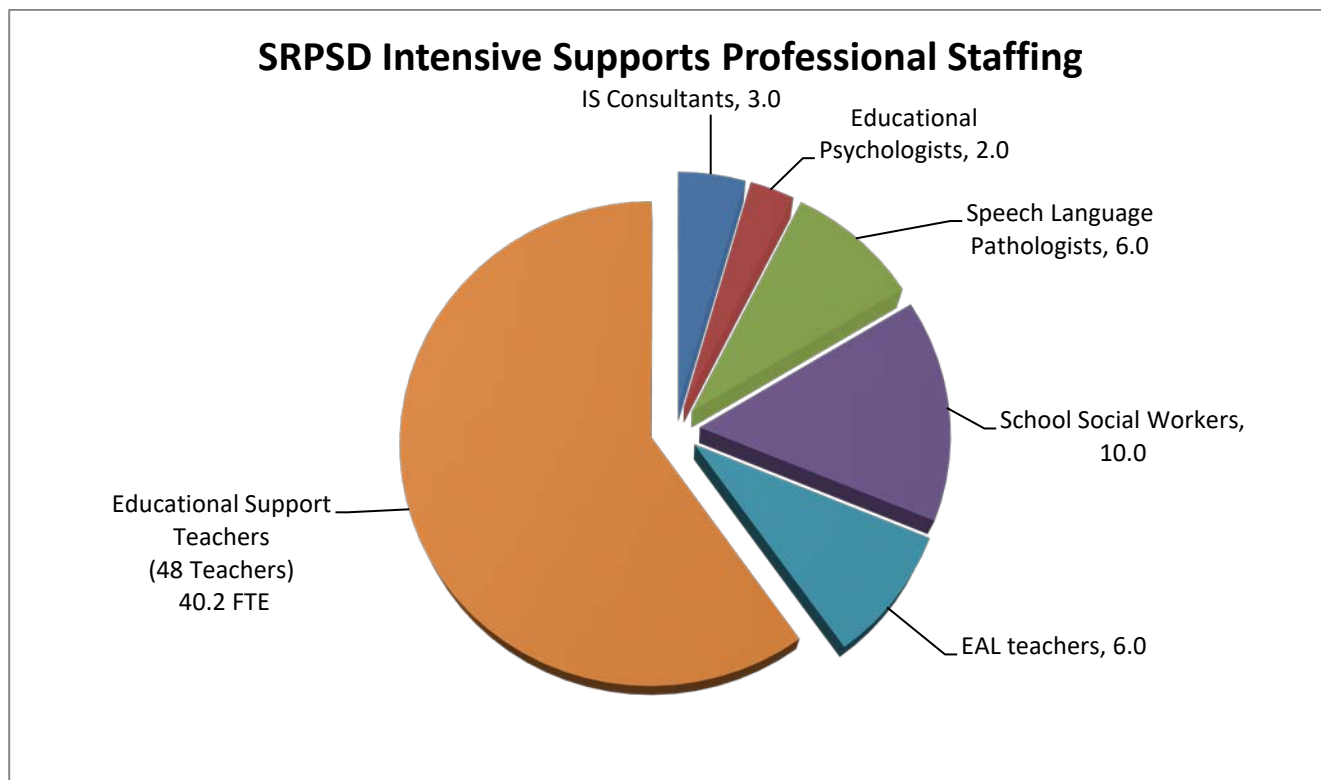     - AP 106 – Accountability Reporting
     - AP 150 – Lockdown Protocol
     - AP 153 – Student and Staff Safety
     - AP 154 – Temporary Exclusion of Students for Safety or Medical Reasons
     - AP 200 – Organization for Instruction
     - AP 201 – Modified, Alternative, Functional and Locally Developed 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 |

The accountability measures included in this report are organized into three areas: Intensive Supports (IS), English as an Additional Language (EAL) and Safe and Caring Schools.

## A. SRPSD Intensive Supports (2019-20)

**SRPSD Intensive Supports Professional Staffing**

IS Consultants, 3.0

Educational Psychologists, 2.0

Speech Language Pathologists, 6.0

School Social Workers, 10.0

Educational Support Teachers
(48 Teachers)
40.2 FTE

EAL teachers, 6.0

**Contracted Service Providers/Partnerships**

YWCA SWIS Workers, 4

Occupational therapists, 1.75

Physical Therapist, 0.00 (Referral Service with SHA)

Audiologist, 0.04

SHA Outreach workers, 6

SRPSD also has an agreement with a contractor for additional psychological assessments to compliment our internal services with our two psychologists.  In 2019-20, the contract allowed for 40 assessments, however due to the move to supplemental learning, only 21 were completed.  The remaining 19 assessments will be completed in the 2020-21 school year.

**2020-21 SRPSD Intensive Supports Staffing Adjustments**

- Occupational Therapist supports are now 2.0 FTE and under contract until the end of the 2022-23 school year.
- Additional 1.0 FTE Social Worker to respond to needs in multiple schools
- Transitioned vacant Educational Psychologist position to a new Intensive Supports Consultant position with a focus on mental health and wellness supports.
- 0.5 FTE SLP vacant due to family support leave
- SHA has suspended the partnership for provision of school-based physical therapy

# SRPSD Specialized Learning Centres, Alternative Education and Functional Integrated Programs

## Prekindergarten to Grade 8

| Specialized Learning Centre | 2018-19 | | | 2019-20 | | | 2020-21 | | | Capacity 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Enrolment | Teacher FTE | EA FTE | Enrolment | Teacher FTE | EA FTE | Enrolment | Teacher FTE | EA FTE | |
| Developmental Education | 20 | 2.0 | 10.0 | 22 | 2.0 | 10.0 | 19 | 2 | 9.0 | 22 |
| Life Skills (PK-8) | 18 | 1.0 | 4.0 | 17 | 1.0 | 4.0 | 15 | 1 | 2 | 20 |
| Totals (PreK – Grade 8) | 38 | 3.0 | 14.0 | 39 | 3.0 | 14.0 | 34 | 3.0 | 11.0 | 42 |

## Grades 9 to 12

| Educational Program | 2018-19 | | | 2019-20 | | | 2020-21 | | | Capacity |
|---|---|---|---|---|---|---|---|---|---|---|
| | Enrolment | Teacher FTE | EA FTE | Enrolment | Teacher FTE | EA FTE | Enrolment | Teacher FTE | EA FTE | |
| Alternative Education Carlton Grade 9 | 13 | 1.0 | 5.0 | n/a[1] | n/a | n/a | n/a | n/a | n/a | 16 |
| Alternative Education Carlton Grade 10 | 15 | 1.0 | | n/a | n/a | | n/a | n/a | | 16 |
| Alternative Education Carlton Grade 11 | 13 | 1.0 | | n/a | n/a | | n/a | n/a | | 16 |
| Alternative Education Carlton Grade 12 | 15 | 1.0 | | n/a | n/a | | n/a | n/a | | 16 |
| Independent Futures (Functional Integrated Program) | 28 | 2.0 | 11.0 | 27 | 2.0 | 11.0 | 29 | 2.0 | 12.0 | 28 |

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[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 method pulled attendance data in the former Alternative Education classrooms at Carlton.

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**Grades 9 to 12 (continued)**

| Educational Program | 2018-19 | | | 2019-20 | | | 2020-21 | | | Capacity |
|---|---|---|---|---|---|---|---|---|---|---|
| | Enrolment | Teacher FTE | EA FTE | Enrolment | Teacher FTE | EA FTE | Enrolment | Teacher FTE | EA FTE | |
| Alternative Education Wesmor Grade 9 | 6 | 1.0 | 1.0 | n/a[2] | n/a | n/a | n/a | n/a | n/a | n/a |
| Alternative Education Wesmor Grade 10 | 13 | 1.0 | 1.0 | 17 | 1.0 | 1.0 | 14 | 1.0 | 1.0 | 16 |
| Alternative Education Wesmor Grade 11 | 9 | 1.0 | 1.0 | 10 | 1.0 | 1.0 | 10 | 1.0 | 1.0 | 16 |
| Alternative Education Wesmor Grade 12 | 22 | 1.0 | 1.0 | 17 | 1.0 | 1.0 | 7 | 1.0 | 1.0 | 16 |
| Life Skills (Functional Integrated Program) | 26 | 2.0 | 2.0 | 35 | 2.0 | 3.0 | 41 | 2.0 | 3.0 | 44 |
| **Totals (Grades 9-12)** | **160** | **12.0** | **22.0** | **106** | **7.0** | **17.0** | **101** | **7.0** | **18.0** | |

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

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[2] In 2019-20 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.

As mentioned in the 2019-20 Intensive Supports Accountability Report, we will be transitioning how we report student enrolment in Alternative Education. Below is a chart showing how many registrations were associated with Alternative Education credit courses in each of our high schools. Going forward, the Alternative Education registrations will be included in this accountability report as an indicator of our supports for students completing graduation credit requirements.

| School | 2019-20 Number of registrations in Alternative Education Courses |
|---|---|
| Big River Public High School | 17 |
| Birch Hills Public School | 2 |
| Canwood Public School | 0 |
| Carlton Comprehensive Public High School | 30 |
| École Debden Public School | 0 |
| Kinistino Public School | 0 |
| Meath Park Public School | 0 |
| Prince Albert Collegiate Institute | 0 |
| St. Louis Public School | 0 |
| Wesmor Public High School | 192 |
| W. P. Sandin Public School | 3 |
| Won Ska Cultural School | 0 |

A hospital-based program provides children accompanying parents requiring mental health supports (Family Treatment Centre), or patients of the Child and Youth Mental Health Services Unit access to educational programming while in the hospital.

| Hospital Program | 2017-18 Student Contacts | 2018-19 Student Contacts | 2019-20 Student Contacts |
|---|---|---|---|
| Family Treatment Centre | 64 | 86 | 50[3] |
| Mental Health Services | 351 | 317 | 111[4] |

*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 2023.

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[3] Services at the Family Treatment Centre were suspended in March 2020 due to the COVID-19 pandemic.
[4] Services at Youth Mental Health were suspended in January 2020 due to the lack of local psychiatrists and since March 2020, the COVID-19 pandemic has extended the suspension of services.

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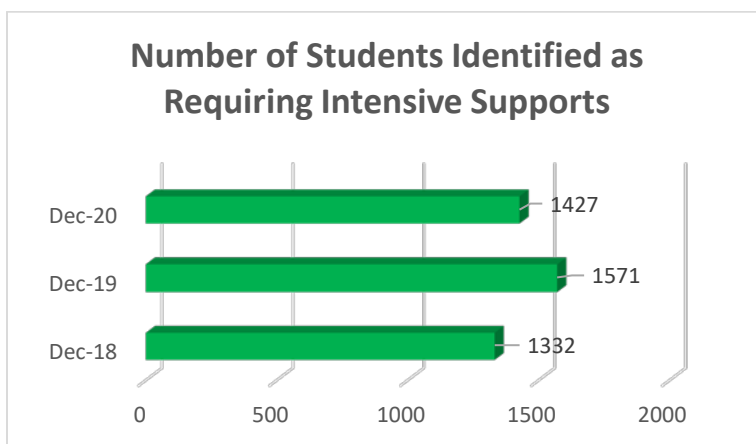## Students requiring Intensive Supports

The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is a direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students with an IIP identified in the Ministry's annual report submitted in December.
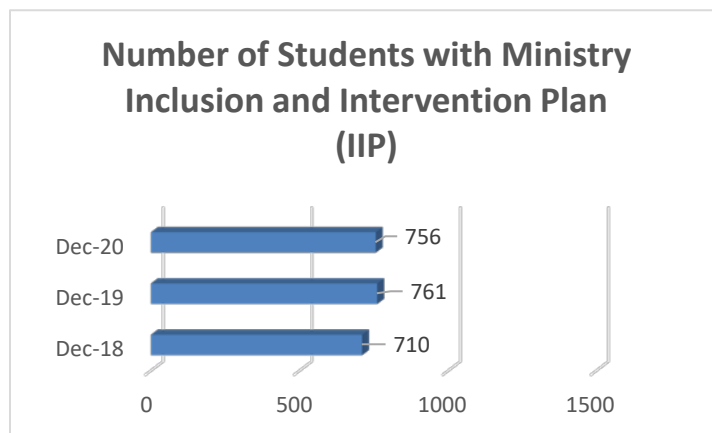


It is important to note that the number of students identified above does not fully portray the actual additional supports being provided to our students with intensive needs. The requirements from the Ministry for the submission of an IIP, or the impacts of high caseloads in our schools, limit the number of IIPs we are able to submit and effectively manage. However, SRPSD's commitment to excellence for every learner is evident when one considers the supports that are being provided based on identified student needs, not on the limitations associated with IIPs.

To more accurately reflect the number of students that have recognized needs and are receiving additional supports in response to these needs, classroom teachers and Educational Support Teachers have been providing data on students receiving additional supports regardless of the submission of an Inclusion and Intervention Plan with the Ministry.
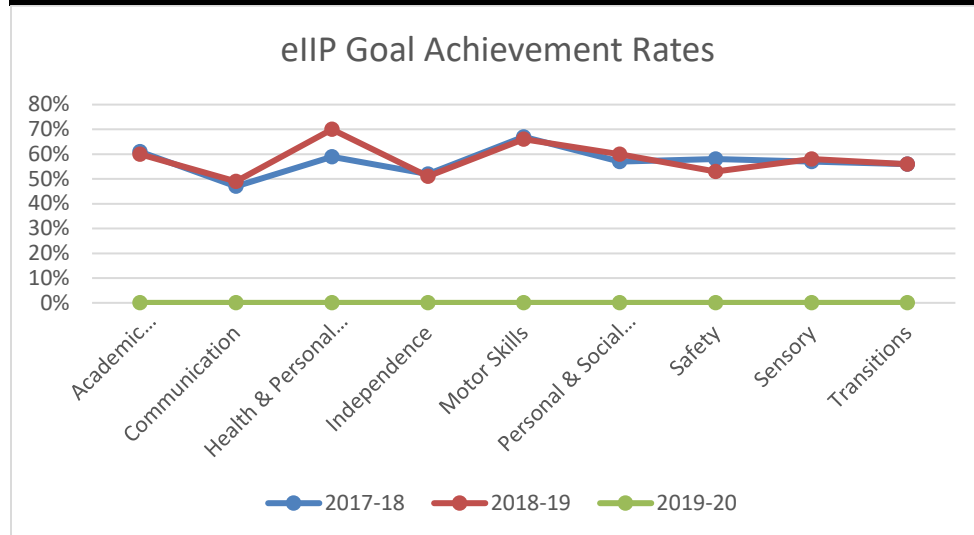
The chart below indicates the total number of students with recognized needs including those with a registered IIP and those with a locally managed intervention plan.

## Inclusion and Intervention Plans (IIP)

As mentioned above, 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 IIP outcome achievement rates for each area of development.

| IIP Area of Development | Percentage of Overall eIIP Outcomes (2019-20) | eIIP Outcome Achievement rate (2019-20) | eIIP Outcome Achievement rate (2018-19) |
|---|---|---|---|
| Academic Achievement | 25% | n/a[5] | 60% |
| Communication | 12% | n/a | 49% |
| Health & Personal Care | 3% | n/a | 70% |
| Independence | 21% | n/a | 51% |
| Motor Skills | 3% | n/a | 66% |
| Personal & Social Well Being | 18% | n/a | 60% |
| Safety | 5% | n/a | 53% |
| Sensory | 3% | n/a | 58% |
| Transitions | 10% | n/a | 56% |
| **Total** | | **n/a** | **57%** |



eIIP Goal Achievement Rates

[5] Due to the suspension of classes and transition to supplemental learning in March 2020, it was not possible to compile accurate data on achievement of IIP goals for the 2019-20 school year.

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# B. English as an Additional Language (EAL)

**English Language Learners (ELL) and the Common Framework of Reference (CFR)**

EAL teachers assess the readiness and CFR language levels of newcomers to Canada registering in a Canadian school for the first time. 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.

During the 2019-20 school year, 42 ELLs were assessed, whereas, 49 ELLs were assessed in 2018-19 and 47 were assessed in 2017-18.  The Ministry provides funding to SRPSD in for initial CFR assessments for newcomers to Canada.  For the 42 assessments completed in 2019-20, SRPSD received $9,329.04.

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.



**September ELL Proficiency Levels: 2018, 2019 and 2020**
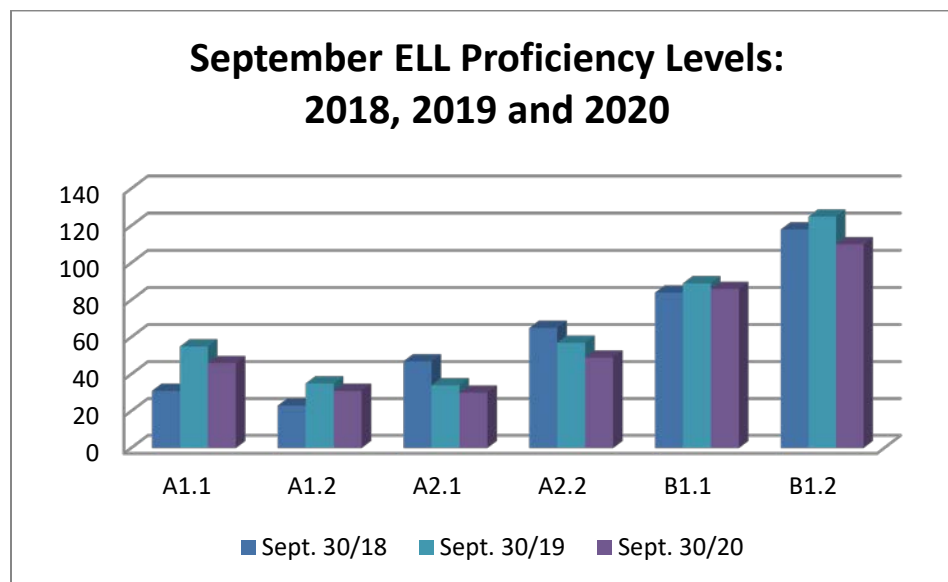
**EAL Service Delivery Model**

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.  For those students who are at the lowest level of proficiency with the English language, EAL programming and supports are offered to respond to the unique needs of students acquiring English as an additional language.

In elementary 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.

High school EAL supports are offered at Carlton for all city students. In the high school setting, supports are determined based on the required interventions to support students in completing their credit requirements for graduation. Therefore, the staffing allocation will vary when compared to elementary students because of the greater number of students requiring intensive supports to successfully complete necessary credit courses.

EAL teachers are a component of the school's teaching allocation.

The chart below indicates EAL teacher allocations for 2019-20 school year.

| School | # of Students A-Level CFR | EAL Staffing Allocation |
|---|---|---|
| École Vickers Public School (Grades 1-8 EAL SLC) | 27 | 1.0 FTE Teacher and 1.0 FTE Language Assistant |
| John Diefenbaker Public School | 27 | 1.0 FTE Teacher |
| Arthur Pechey Public School | 17 | 0.5 FTE Teacher |
| Riverside Public School | 18 | 0.5 FTE Teacher |
| Vincent Massey Public School | 19 | 0.5 FTE Teacher |
| Princess Margaret Public School | 13 | 0.5 FTE Teacher |
| Carlton Comp. Public High School | 11 | 2.0 FTE Teachers |

An Intensive Supports consultant is responsible for coordinating SRPSD's EAL program. 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.

**EAL Elementary Specialized Learning Centre (SLC)**
An EAL Specialized Learning Centre for students in grades 1 to 8 is located at Ecole Vickers Public School. The EAL SLC is 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 plan 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.[6]

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[6] Due to the suspension of classes in March 2020, all students who were attending the EAL SLC at the time were placed in the EAL SLC for 2020-21 school year.

The chart below shows the number of ELLs from September 2018 to September 2020.

| | Number of ELLs Sept. 30/18 | Number of ELLs Sept. 30/19 | | Number of ELLs Sept. 30/20 | |
|---|---|---|---|---|---|
| Total ELLs | 368 | 395 | +7.3% | 352 | -10.9% |

# C. Safe and Caring Schools

Saskatchewan Rivers Public School Division is committed to providing safe and nurturing environments to foster learning.

## Mental Health Supports

Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in our pursuit of educational excellence.  The Division has a multitude of mental health resources and supports to ensure the wellbeing of our staff and students.  Our team of psychologists, social workers and the school-based SHA outreach workers provide valuable, on-going professional mental health and personal wellbeing services in each of our schools.

Education is key to empowering individuals in monitoring and managing their mental health and personal wellbeing.  SRPSD educators in all grade levels can draw from a diverse array of educational resources to embed mental health and personal wellbeing in their educational programming.  Mental Health Literacy continues to be the core component of our educational resources.  Mental Health Literacy focuses on four main learning objectives:
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 2019-20 school year, three trainers were called upon to offer three "Go-to Educator" training sessions available to personnel across the division.  Other educational resources include GoZen online resources and Healthy Mind, Healthy Body.

Suicide intervention is another key component of SRPSD's mental health supports.  The division has a consultant and psychologist who are certified to offer Applied Suicide Intervention Skills Training (ASIST).  Unfortunately, unforeseen circumstances and the suspension of classes prevented the offering of ASIST workshops in 2019-20.  Three workshops are scheduled for 2020-21.  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.

In 2019-20, the decision was made to transition a vacant psychologist position, which we were unsuccessful in filling, to a new consultant position with a specific focus on mental health and personal wellbeing supports for our school teams.  This consultant will collaborate with teachers and administrators to provide supports and build capacity among staff and students.

2019-20 also saw the release of the SRPSD Mental Wellness Handbook developed thanks to the hard work and dedication of members of the Joint Committee on Student Teacher Time.  This handbook is a valuable resource to support teachers, and other educators, faced with the challenging demands in responding to diverse student needs.

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**Emergency Response**

The SRPSD Emergency Response Plan guides administrators and school teams in responding with a proactive and organized process to situations or events that have an impact on students and staff in our schools.  Examples of such situations or events may include:

- Unusual incident jeopardizing personal safety
- Serious accident/loss of life of a student or staff member
- Bus accident
- Violence-Threat Risk Assessment
- Other traumatic events

**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 2019-20, the Traumatic Response Team responded to three traumatic events to support students and staff in schools.

**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.  An Intensive Supports consultant is a certified NVCI trainer and offers training annually to ensure each school has personnel in NVCI.  In 2019-20, 90 individuals completed NVCI training in six training sessions.

**Violence Threat Risk Assessment (VTRA)**

Prince Albert Community VTRA Protocol partners continue to collaborate to update our VTRA Community Protocol and provide VTRA training to partner personnel.  A working committee has completed a draft of the updated Community Protocol that aligns with the renewed VTRA protocol guidelines and practices developed by the North American Centre for Threat Assessment and Trauma Response.  When the final draft is ready, we will also be inviting other community agencies who share a commitment to community safety to formally sign on as protocol partners.

In August 2020, an SRPSD consultant and principal completed a four-day workshop in Saskatoon to become certified VTRA trainers.  This ensures that we maintain the ability to offer Level 1 VTRA training to SRPSD personnel as well as others from partner agencies on an ongoing basis. SRPSD recognizes the support of the Ministry of Education with the Mental Health Grant, which covered the costs of training for our VTRA trainers.

## 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 needs-based model of inclusive education.

2. Members of the Intensive Supports team will continue to collaborate with classroom teachers, Educational Support Teachers and administrators in actualizing the needs-based model of inclusive education. The capacity-building approach that directs supports to the school team empowers more stakeholders to provide ongoing supports that foster student growth.

3. The Intensive Supports Team continues to strive for an exemplary level of supports as defined in the Ministry of Education's Rubric for Student Support Services (Appendix B). Feedback from school teams confirms that the three Collaborative Teams (C-Teams) 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.

4. 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 their IS C-Team 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.

5. Although there was no 2019-20 data for IIP outcome achievement, trends indicate that the eIIP outcome achievement rate remains statistically stable for the last four years. Administration and the IS team will engage in a review of our service delivery models and consult with ESTs and school administrators to 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. SRPSD administration will continue to explore options to enhance our intensive supports services, especially in the areas of physical therapy and mental health supports.

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).

## English as an Additional Language (EAL)

1. SRPSD will 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.

## Safe and Caring Schools

1. SRPSD continues to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight.

2. **SRPSD will continue to focus on responding to mental health needs.** The new consultant position, with a primary focus on mental health supports, will work with administration to review and enhance current supports and develop a plan for coordinated mental health supports across the division.

3. **SRPSD administration will continue to collaborate with school administrators to ensure the Emergency Response Plan remains current and effectively guides responses in emergency situations.**

## 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 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 needs of our students based on their learning strengths and challenges and align with the Ministry of Education's needs-based model of inclusive education.

**Appendix A**

## Common Framework of Reference Global Scale

| | | |
|---|---|---|
| **Proficient** | **C2** | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| **User** | **C1** | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices. |
| **Independent** | **B2** | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| **User** | **B1** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. |
| **Basic** | **A2** | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. |
| **User** | **A1** | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives; people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

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**Appendix B**

## Rubric: Building an Interprofessional Team

| Not Evident | Emerging/Developing | Evident | Exemplary |
|---|---|---|---|
| Supporting professionals provide services in isolation from regular classroom; each professional plans, monitors, and reviews learner outcomes based on own discipline; students and classroom teachers supported through single or one-time consultative response; supporting professionals and human service agencies work in relative isolation from each other and provide independent consultative support; process and procedures for accessing supporting professionals not evident | Supporting professionals support school division/ school personnel in some areas, but limited support and access due to supply/demand concerns; supporting professionals communicate independent of each other and have not developed as an interprofessional team; school division has developed process and guidelines for accessing supporting professionals; supporting professionals consult with teachers on ad hoc and reactive basis; some joint planning, monitoring, and reviewing of learner outcomes, however, no shared responsibility and accountability exists among supporting professionals and school personnel | School division provides a full range of supporting professionals in areas of language development/ acquisition, emotional/ behavioural supports, physical disability accommodations, and curriculum/instructional support; supporting professionals work as an interprofessional team in concert with school-based teams to plan, monitor, and review learning outcomes, and to deliver services and supports; school division has established referral and request process for accessing interprofessional team members; interprofessional team members actively participate in inclusive classrooms; sharing of expertise with classroom teachers and student support services educators occurs and assists in cultivation of new skills and refinement of existing skills in meeting needs of students; commitment and student progress sustained with follow-up by interprofessional team members | Interprofessional team members and school personnel working together as collaborative teams to combine expertise and share responsibility for student success; interprofessional team members provide support in all required areas; clear role definitions and accountability parameters (including who reports to whom) is evident; team members emphasize interdisciplinary trust, collaborative problem-solving, and effective intra-team communication; conflicts are resolved constructively through agreed upon mechanisms and protocols; administrators and teachers have clear process available to access interprofessional team members; a systematic approach to collection/analysis of diagnostic information exists; interprofessional team members considered an important support network for teachers, offering ideas and resources, and assisting in building teacher capacity and confidence; school division needs are consistently monitored to reflect the consultative needs of school staff; caseloads of interprofessional team members are monitored to ensure effectiveness of service to schools; team members learn new skills and complement the skills of each other |

Source: Government of Saskatchewan, (2011), School Division Student Support Services Service Delivery Model Rubrics: Actualizing a Needs-Based Model to Support Student Achievement

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