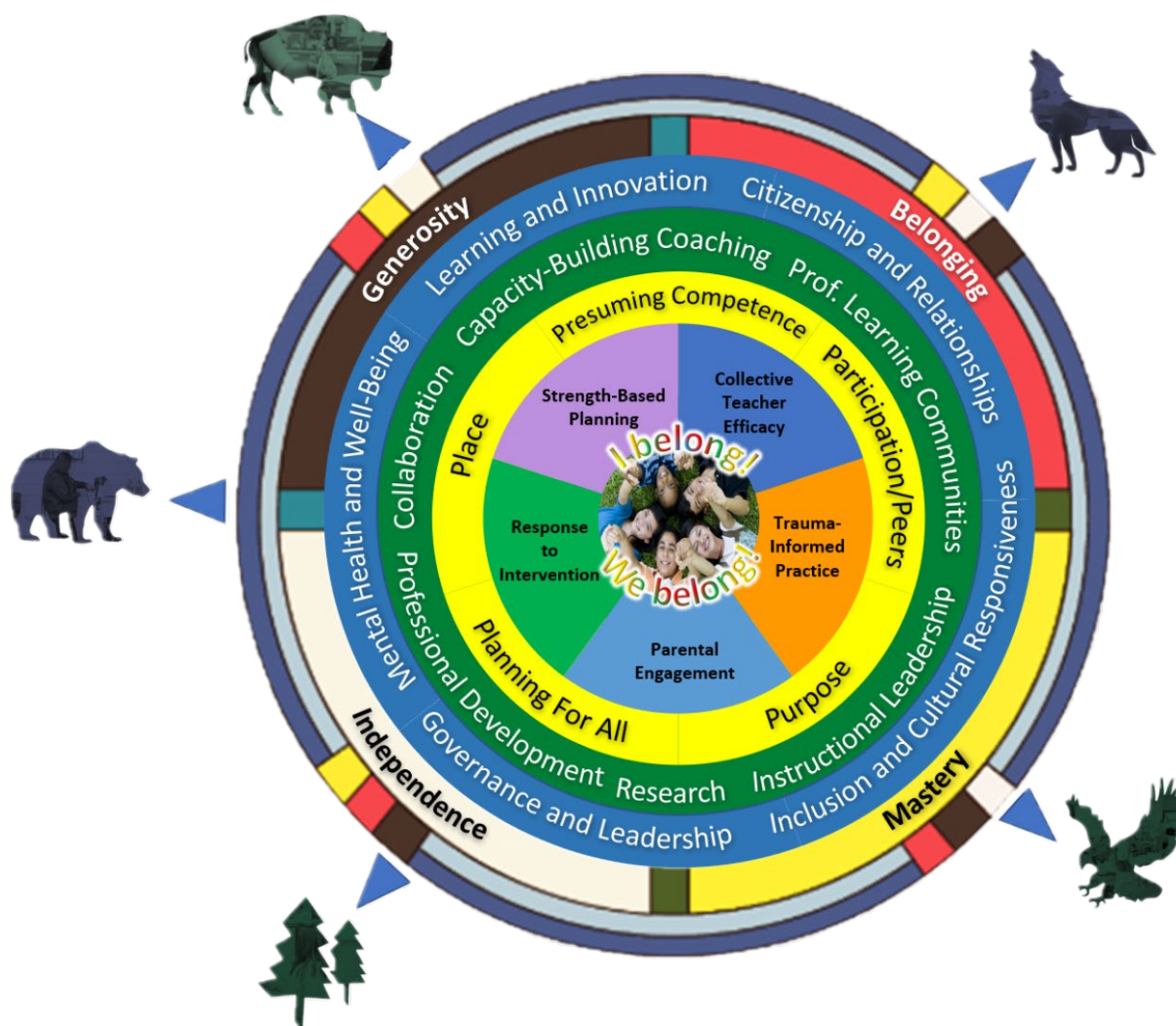


# Accountability Report: Inclusive Education



## **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 2021-2024 Strategic Plan](#)**

**Mission:** Saskatchewan Rivers Public School Division strives for excellence in education and seeks to maximize each child's unique learning ability.

#### **Our Priorities**

- Learning and Innovation
- Inclusion and Cultural Responsiveness
- Mental Health and Wellbeing
- Citizenship and Relationships
- Governance and Leadership

### **4. Interim Provincial Education Plan**

- Reading Supports for Grade 1 to 5 Students
- Supportive Learning Opportunities for Students Whose Education May Have Been Impacted by the COVID Pandemic
- Mental Supports for Students and Staff

### **5. [SRPSD Annual Board Advocacy Plan](#)**

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.

### **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 151](#) – Service Dogs in Schools
- [AP 152](#) – Therapy Animals in Schools
- [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
GSD	Gender and Sexual Diversity
IS	Intensive Supports
SHA	Saskatchewan Health Authority
SRPSD	Saskatchewan Rivers Public School Division
SSS	Student Support Services
VTRA	Violence Threat Risk Assessment

## Introduction

Saskatchewan Rivers Public School Division prides itself in being a leader in inclusive education focused on *Excellence for Every Learner*. This accountability report will provide of summary of a number of initiatives and programs that support high-quality and purposeful educational programming for each student in our school communities in response to their individual needs. The accountability report is structured to demonstrate alignment with the priorities of SRPSD's 2021-24 Strategic Plan.



# Inclusion and Cultural Responsiveness

## Inclusive Education Framework

SRPSD continues to pursue the review and renewal of its Inclusive Education Framework.

In 2021-22, we analyzed feedback received from schools and Education Centre personnel regarding the Core Elements of Inclusive Education and their associated rubrics<sup>1</sup> developed by the Ministry of Education as part of the Actualization of the Needs-Based Model. Below is a summary of the responses provided by 84 individuals who completed the survey.

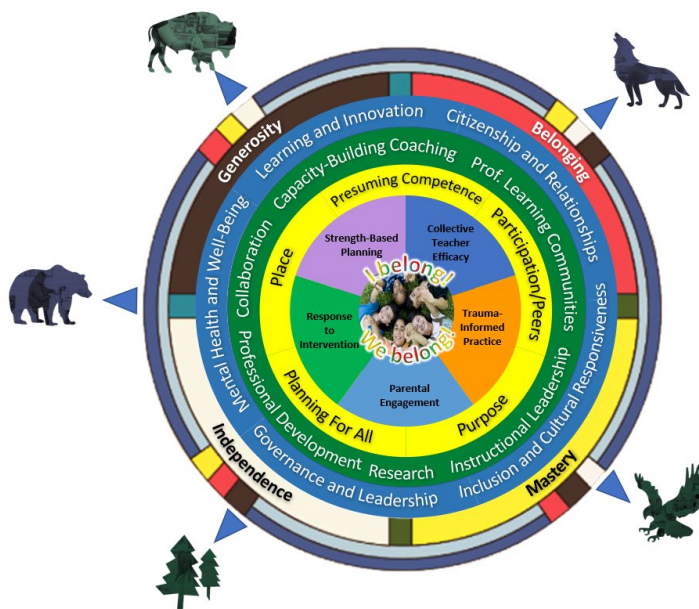
Inclusive Education: Core Elements	Not Evident	Emerging/ Developing	Evident	Exemplary
Inclusive Attitudes	0%	66%	27%	7%
Inclusive Practice	1%	41%	57%	1%
Organizational Structures Support Inclusive Education	1%	45%	49%	5%
Parental/Caregiver Engagement	3%	42%	47%	8%
Designing Instructional Programming	4%	51%	41%	4%
Creating a Culture of Collaboration	3%	21%	68%	8%
Administrative Leadership	7%	37%	49%	7%
Support of School Personnel	6%	48%	43%	3%
Building an Interprofessional Team	0%	59%	36%	4%
Effective Professional Development	15%	52%	30%	3%

To support school teams with the implementation of best practices to support inclusive education, the SRPSD Inclusive Learning Team has developed a series of learning models, including the Inclusive Education Model. The visual below identifies the various elements of the Inclusive Education Model. An [interactive version of the model](#) (PowerPoint file) is available on our website for instructional leaders to access as a professional development reference tool providing access to detailed information and multiple resources to support their colleagues and school communities in continued growth in inclusive education.



## Inclusive Education Model

-  Circle of Courage
-  SRPSD Priorities
-  Drivers of Professional Excellence
-  Principles of Inclusion
-  High-Impact Practices



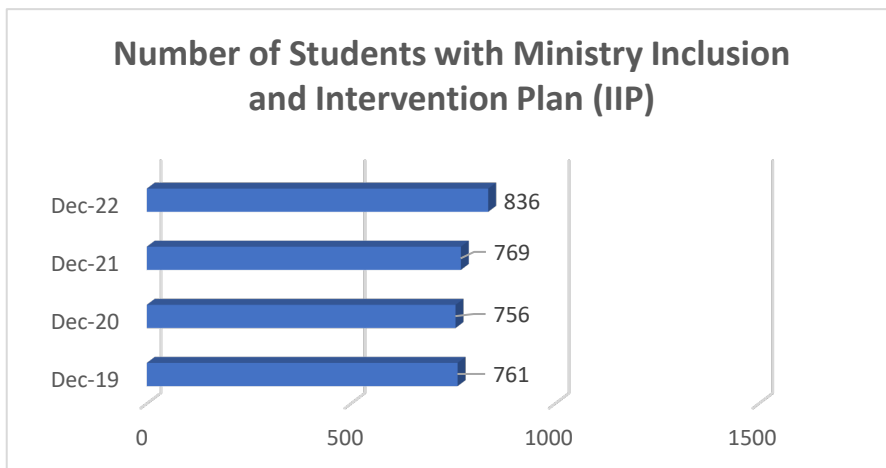
<sup>1</sup> [Ministry of Education's Rubrics for Student Support Services](#) (Pages 6-14)

## Gender and Sexual Diversity

SRPSD is committed to ensuring schools are safe and inclusive for all students, including those who identify as gender and/or sexually diverse. The Mental Health and Wellness Consultant works with each school to support their Gender and Sexual Diversity (GSD) Student Alliances. Each school has a staff member who leads the work of their GSD Student Alliance. Many school groups organized a variety of activities throughout the year, more specifically in June, recognized as Gender and Sexual Diversity Pride Month in Saskatchewan and globally. A sample of such activities would include; painting of the main entrance walkways at John Diefenbaker Public School and École Vickers Public School, Rainbow Pride Days at École Arthur Pechey Public School and raising of the Pride flag at Vincent Massey Public School. The adoption of modified versions of the SRPSD logo to show support for gender and sexual diversity has also been widely adopted in the Division with multiple uses throughout the year. In response to Board motion #21R-59, a SRPSD working group will lead a division-wide contest to solicit additional adaptations of the SRPSD logo to propose to the Board of Education for approval to celebrate Pride month and further highlight our commitment to inclusion. The working group will also develop a plan to further support schools in responding to the needs of their sexually diverse population.

## Students Requiring Intensive Supports

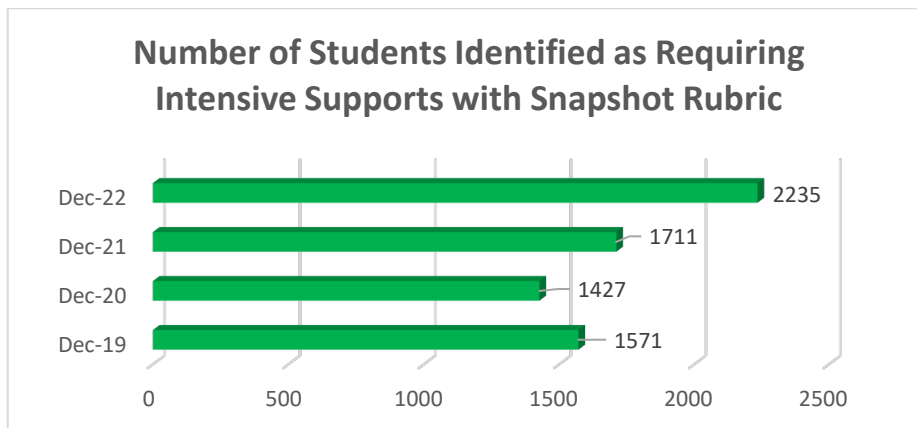
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is in direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students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



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

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 additional data on students receiving additional supports. These students may have a formal IIP, a locally managed intervention plan or other types of individualized educational plans encompassed in our collaborative supports model.

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.

#### **Areas of Development**

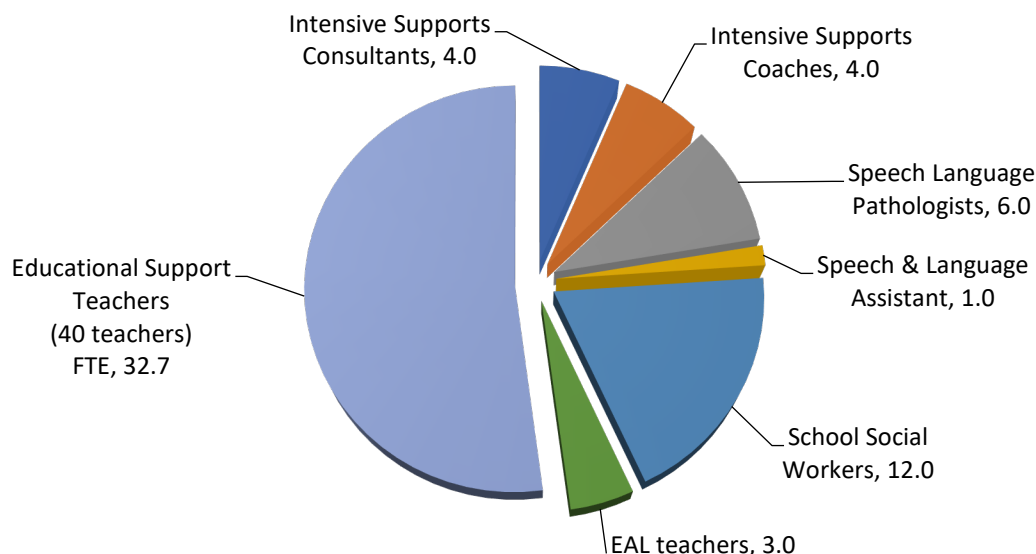
- Independence
- Health/Medical Need/Personal Care
- Sensory
- Personal/Social Well-being
- Academic Achievement
- Motor Skills
- Communication
- Safety
- Transitions

Continued technical challenges with our outdated IIP database do not allow us to compile data on IIP outcome achievement rates once again this year. It is anticipated that with the transition of our IIPs to the new CLEVR cloud-based software, we will be able to compile this data for the 2022-23 school year.

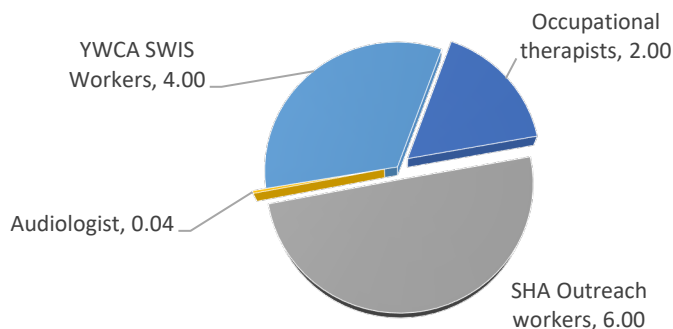
Another highlight of the 2021-22 school year was the development of [Administrative Procedure 151 – Service Dogs in Schools](#) recognizing the need to support administrators in accommodating to the needs of those in their school communities who rely on a service dog in their daily lives.

## Professional Services to Support Inclusive Education

### SRPSD Intensive Supports Professional Staffing (2021-22)



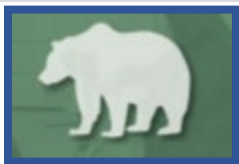
### Contracted Service Providers/Partnerships (2021-22)



In 2021-22, all educational psychology supports were provided by three contracted service providers. These contractors completed 62 psychoeducational assessments during the course of the school year.

### 2022-23 SRPSD Intensive Supports Staffing Adjustments

- 0.5 FTE SLP vacancy due to resignation
- Increase of 0.6 FTE SLP due to return from maternity leave
- Extension of 1.0 FTE Speech and Language Assistant temporary position to June 2023
- Increase of 2.0 FTE Intensive Supports Coaches
- 1.0 FTE psychologist hired on temporary contract for 2022-23 school year.
- Increase of 450 hours of contracted occupational therapy services as part of a re-entry plan for a local occupational therapist after an extended leave from practice.
- Retention of two of the three Mental Health Coach positions added in 2021-22 with COVID funding.



# MENTAL HEALTH AND WELLBEING

## Mental Health Supports

Saskatchewan Rivers Public School Division recognizes the importance of personal wellness in the 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 consultants, coaches, social workers, mentors, school counsellors and the school-based SHA outreach workers provide valuable, on-going professional mental health and personal wellbeing supports in each of our schools.

Education is key to empowering individuals in monitoring and managing their mental health and personal wellbeing. In 2021-22, Administration and our Mental Health and Wellbeing continued to implement our Mental Health Framework with a capacity-building approach to support Trauma Informed Practice in classrooms. This framework facilitated the strategic integration of additional mental health coaching supports for the 2021-22 school year with the allocation of one-time additional funding from the government as part of its COVID response allowing us to broaden supports to all schools. The framework provides access to ongoing supports as well as division-based professional development available to personnel from all schools.

**Why?**

- We know that our students are struggling in the area of mental health (literacy, SEL, regulation).
- We know that students cannot learn unless they are regulated.
- We know that in order for our students to struggle less, we need to teach all of our students skills to build resilience in navigating challenges.
- We know that if it is good for one student, it is good for all students. If one is struggling, more are struggling.
- We identify social and emotional skills as being a top priority.
- We know that people who have strong social and emotional skills live happier, more successful lives.

**Who?**

- Dorothy Schluff – grades 3-6  
dschluff@srsd119.ca  
(306) 764-1571 ext. 2088
- Carolyn Lemire – grades 7-12  
clemire@srsd119.ca  
(306) 764-1571 ext. 2056

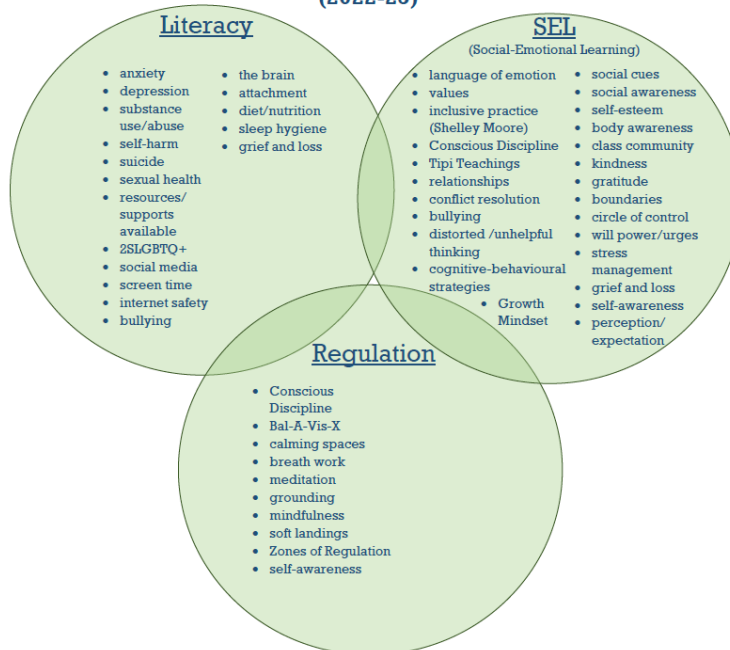
**How?**

- Teachers (individually or in conversation with their coach) determine how they can support mental health and build the resiliency of their students through universal classroom strategies.
- Connect with your Mental Health Coach directly (email or phone call).
- Resources and supports available on request.

\*\*\*If you are looking for supports for an individual student, please connect with your Inclusive Education Coach.

## Mental Health Coaching Model

(2022-23)



In June 2022, SRPSD was also excited to learn that it was successful in its application to have PACI included in the expansion of the Saskatchewan Health Authority's Mental Health Capacity Building in Schools pilot project. Funding from the SHA allows for the addition of a Mental Health Coordinator (shared with the Prince Albert Catholic School Division) and a Mental Health Promoter to support mental health capacity building initiatives with the staff and students at PACI. The Mental Health Capacity Building initiatives are developed in alignment with the Government of Saskatchewan's [Comprehensive School Community Health Framework](#). A formal agreement is in place confirming funding until June 30, 2025.



Suicide intervention is another key component of SRPSD's mental health supports. In 2021-22 the division had two staff members who were certified to offer Applied Suicide Intervention Skills Training (ASIST). Three ASIST workshops were offered in 2021-22 with a total of 32 participants. 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. SRPSD appreciates the additional funding provided by Ministry of Education with the Mental Health Grant made available to school divisions to support mental health training and supports. In 2021-22, SRPSD received an additional \$9,000.00 with the targeted funding for Mental Health.

The Government of Saskatchewan also committed to having personnel in every school in the province trained in Mental Health First Aid. Thanks to this commitment, 74 staff members, representing each of our schools, successfully completed virtual Mental Health First Aid training sessions in November 2022 at no additional cost to the school division.

SRPSD stands out as one of the few school divisions in Saskatchewan to have developed an Administrative Procedure<sup>2</sup> to guide the process allowing therapy dogs in schools to support the mental health needs of staff and students. We currently have one handler of a certified therapy dog who is available to offer supports in our schools. There are currently two other dogs completing their certification requirements.

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	2019-20 Student Contacts	2020-21 Student Contacts	2021-22 Student Contacts
Family Treatment Centre	50 <sup>3</sup>	0 <sup>4</sup>	15 <sup>5</sup>
Mental Health Services	111 <sup>6</sup>	74 <sup>7</sup>	177

\*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 31<sup>st</sup> 2023.

## 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 student and staff safety 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

<sup>2</sup> [AP 152 – Therapy Animals in Schools](#)

<sup>3</sup> Services at the Family Treatment Centre were suspended in March 2020 due to the COVID-19 pandemic.

<sup>4</sup> Services at the Family Treatment Centre continued to be suspended for the entire 2020-21 school year.

<sup>5</sup> SHA statistics only available for Sept. 2021 to Mar. 2022 when FTC was operating at 50% capacity

<sup>6</sup> 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.

<sup>7</sup> Services at Child and Youth Mental Health resumed in late February 2021.

### **Traumatic Event Response**

Intensive Supports personnel are available to offer supports to a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, psychologists, and social workers. In 2021-22, the Traumatic Response Team responded to one traumatic event to support students and staff.

### **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. Inter-agency collaboration continues to be a valuable support when schools need to enact a VTRA. The Prince Albert VTRA Community Protocol leadership team will continue its work in finalizing an updated version of the protocol and engaging new community partner agencies. Level 1 training opportunities will continue to be offered on a regular basis by our team of VTRA trainers which includes two SRPSD staff members. The next Level 1 VTRA training session in Prince Albert is scheduled for March 2023.



## LEARNING AND INNOVATION

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

#### Prekindergarten to Grade 8

Specialized Learning Centre	2020-21			2021-22			2022-23			Capacity 2021-22
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
English as an Additional Language	20	1.0	1.0	10	1.0	1.0	17	1.0	1.0	20
Developmental Education	19	2.0	9.0	17	2.0	9.0	21	2.0	9.0	22
Life Skills (PK-8)	16	1.0	3.0	17	1.0	3.0	n/a	n/a	n/a	20
<b>Totals (PreK – Grade 8)</b>	<b>55</b>	<b>4.0</b>	<b>13.0</b>	<b>44</b>	<b>4.0</b>	<b>13.0</b>	<b>38</b>	<b>3.0</b>	<b>10.0</b>	

#### Grades 9 to 12

Educational Program	2020-21			2021-22			2022-23			Capacity 2020-21
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Carlton Public High School Functional Integrated Program	29	2.0	12.0	43	3.0	12.0	49	3.0	16	28
Wesmor Public High School Functional Integrated Program	41	2.0	3.0	50	2.0	4.0	41	2.0	4.0	44
<b>Totals (Grades 9-12)</b>	<b>70</b>	<b>4.0</b>	<b>15.0</b>	<b>98</b>	<b>5.0</b>	<b>16.0</b>	<b>90</b>	<b>5.0</b>	<b>20</b>	

Below is a chart showing how many student registrations were associated with Alternative Education credit courses in each of our high schools. Alternative Education registrations are included in this accountability report as an indicator of our supports for students in completing graduation credit requirements.

School	Number of registrations in Alternative Education Courses (2021-22)
Big River Public High School	3
Birch Hills Public School	0
Canwood Public School	0
Carlton Comp. Public High School	22
Distance Learning Centre	0
École Debden Public School	0
Kinistino Public School	0
Meath Park Public School	0
Prince Albert Collegiate Institute	1
St. Louis Public School	0
Wesmor Public High School	82
W. P. Sandin Public School	6
Won Ska Cultural School	0

## 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.

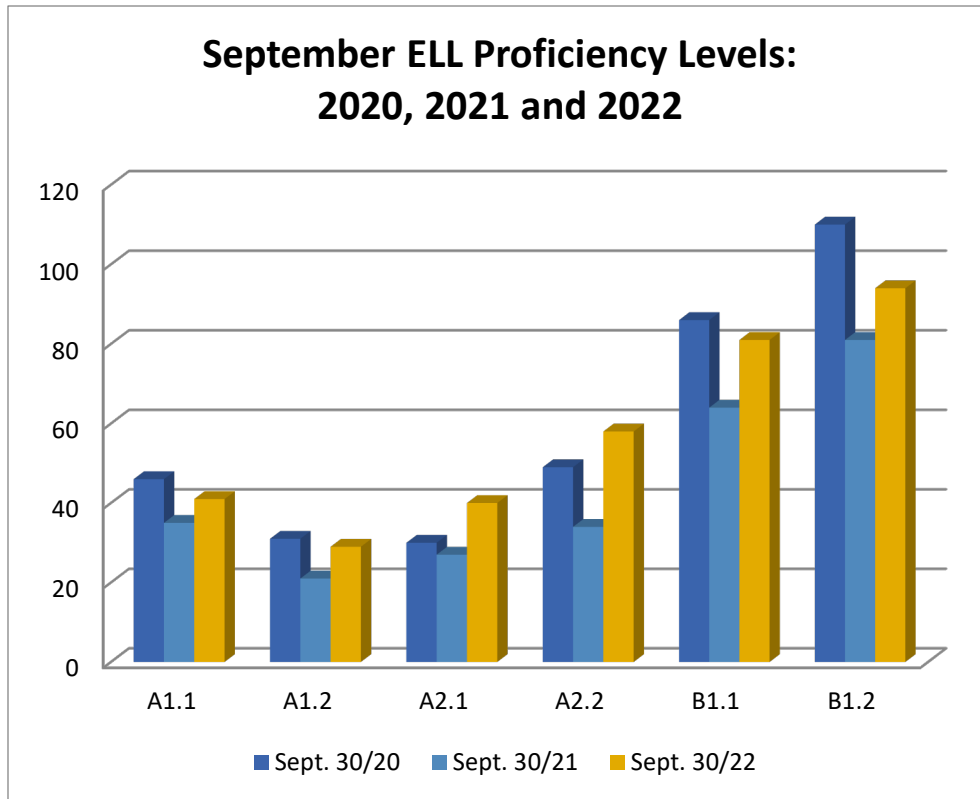
The Ministry provides funding to SRPSD in for initial CFR assessments for newcomers to Canada. During the 2021-22 school year, 41 ELLs were initially assessed by SRPSD whereas, 16 ELLs were assessed in 2020-21 and 42 were assessed in 2019-20. For the 41 assessments completed in 2021-22, SRPSD received \$8,464.04.

The chart below shows the annual number of ELLs in SRPSD schools from September 2020 to September 2022.

	Number of ELLs Sept. 30/20	Number of ELLs Sept. 30/21	Number of ELLs Sept. 30/22
<b>Total ELLs</b>	<b>352</b>	<b>262</b> <b>-25.6%</b>	<b>343</b> <b>+30.9%</b>

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 of A1.1 to A2.2.

The EAL data illustrated in the following graph shows the number of EAL students in each of the CFR Proficiency Levels.



### **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, an itinerant EAL teacher (0.5 FTE) is available to offer enhanced supports to targeted English Language Learners.

High school EAL supports are offered at Carlton Comprehensive Public High School 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.

The chart below indicates EAL teacher allocations for 2021-22 school year.

School	# of Students A1-Level CFR	EAL Staffing Allocation
École Vickers Public School (Grades 1-8 EAL SLC)	18	1.0 FTE Teacher 1.0 FTE Language Assistant
John Diefenbaker Public School	11	0.5 FTE Itinerant Teacher Supports
Arthur Pechey Public School	12	
Riverside Public School	11	
Vincent Massey Public School	15	
Carlton Comp. Public High School	17	1.5 FTE Teachers

An Intensive Supports consultant is responsible for coordinating SRPSD's EAL program. EAL teachers collaborate with the IS consultant throughout the 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)**

The EAL Specialized Learning Centre for students in grades 1 to 8 is located at École 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. The purpose of a placement in the EAL SLC is to provide students 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.



## CITIZENSHIP AND RELATIONSHIPS

***“It takes an entire village  
to raise a child”***

African Proverb

Inclusive education focusing on *Excellence for Every Learner* relies on a wide array of services and supports in response to the needs that are unique to each learner. SRPSD is proud to engage with multiple community agencies from diverse service sectors. When responding to complex student needs, having input from diverse stakeholders such as those identified below allows school teams to develop and implement high quality education plans targeting individual student growth.

Here are only a few of the stakeholders that play an integral role with ongoing collaboration in our collaborative planning to respond to evolving student needs:

- Parents/guardians
- Alvin Buckwold Child Development Program
- Child and Family Services
- Child and Youth Development Clinic
- Child and Youth Mental Health Services
- Eagle’s Nest Youth Ranch
- Neighbouring School Divisions and Education Authorities
- Parkland Ambulance
- Prince Albert Community Networking Coalition
- Prince Albert Fire and Protective Services
- Prince Albert HUB table
- Prince Albert Police Service
- Prince Albert Urban Indigenous Coalition
- Ranch Ehrlo Society
- Royal Canadian Mounted Police
- Saskatchewan Health Authority
- YWCA Settlement Workers in Schools
- and many more...



## GOVERNANCE AND LEADERSHIP

### **ADMINISTRATIVE IMPLICATIONS**

1. Members of the Intensive Supports team will continue to collaborate with classroom teachers, Inclusive Education Coaches (new term in 2022-23 replacing 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 in the provision ongoing supports that foster student growth.
2. The Intensive Supports Team continues to strive for an exemplary level of supports as defined in the [Ministry of Education's Rubrics for Student Support Services](#) (Pages 6-14). In response to stakeholder feedback, our priority will be the offering of ongoing professional development opportunities for school-based personnel to support them in adopting high impact strategies proven effective by research in inclusive education.
3. Administration and the Inclusive Learning Team will focus on finalizing the development of our renewed Inclusive Education Framework that will guide our actions as SRPSD continues to progress to Stage 7 of the [Inclusion Continuum](#) developed by the Provincial Education Plan Implementation Team.
4. SRPSD will continue to focus on responding to the mental health needs of its staff and students. Administration and the mental health consultant will continue to review and enhance current supports.
5. SRPSD administration will enhance initiatives to support gender and sexual diversity in our school communities. Such initiatives will be a core component of the renewed Inclusive Education Framework.
6. 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).
7. SRPSD will continue to ensure that our EAL supports are in line with the needs of the evolving English Language Learner population at SRPSD.
8. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
9. 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.
10. SRPSD continues to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight.



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## **GOVERNANCE IMPLICATIONS**

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

1. Provide insight and perspective to administration regarding the provision of services in support of inclusive education;
2. Support best practice in inclusive education to ensure *Excellence For Every Learner*;
3. Focus on supporting the needs of vulnerable students as outlined in the Board Advocacy Plan;
4. Foster partnerships and community engagement, particularly with the Saskatchewan Health Authority; and
5. Support ongoing renewal of SRPSD's Inclusive Education Framework, including the potential to restructure or discontinue programs, and allocate budget for intensive supports in ways that;
  - a. appropriately support the current needs of our students based on their learning strengths and challenges and;
  - b. align with the Ministry of Education's needs-based model of inclusive education.