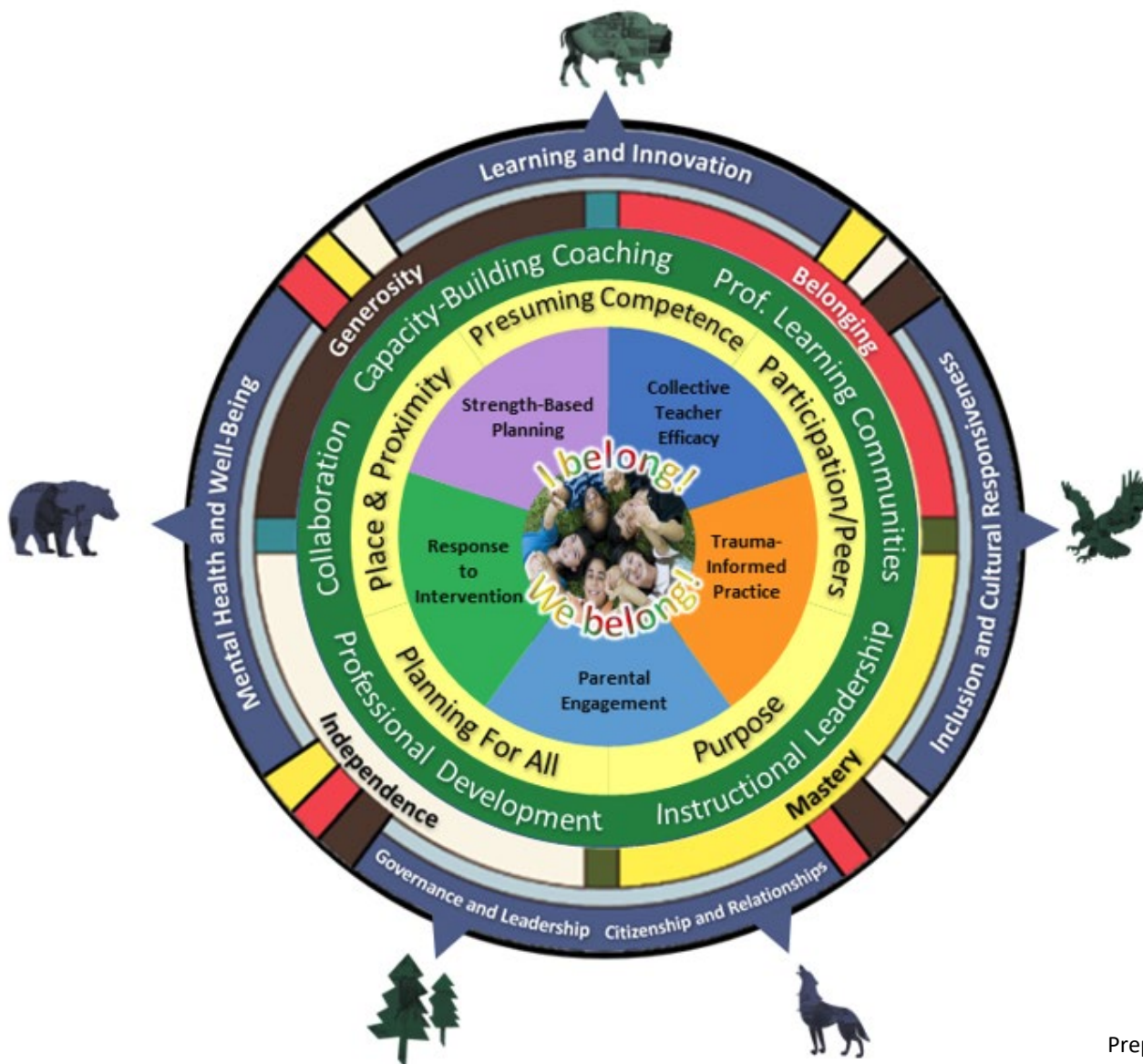


Accountability Report: Equity, Diversity, and Inclusion



Prepared by:
Kelly Gerhardt
Superintendent of Schools
December 2025

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
 Section 197 – Parents and Guardians

2. SRPSD Board Policy Handbook

a. Policy 1: Foundation Statements – Core Values

b. 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.

c. 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 2024-2030 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. Provincial Education Plan 2030

Priority Actions

- Learning and Assessment
- Indigenous Education
- Mental Health and Well-Being
- Student Transitions

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 Emergency Response Plan

8. Community Threat/Risk Assessment and Support Protocol

9. Administrative Procedures (APs)

- [AP 106](#) – Accountability Reporting
- [AP 150](#) – Securing the Facility 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 316](#) – Communicating with Parents/Guardians
- [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
ARTO	Assessment of Risk to Others
CFR	Common Framework of Reference
C-Team	Collaborative Team
EAL	English as an Additional Language
ELL	English Language Learner
FTE	Full Time Equivalent
GSD	Gender and Sexual Diversity
IEC	Inclusive Education Coach
IIP	Inclusion and Intervention Plan
IS	Intensive Supports
MHCB	Mental Health Capacity Building
SHA	Saskatchewan Health Authority
SLC	Specialized Learning Centre
SRPSD	Saskatchewan Rivers Public School Division
VTRA	Violence Threat Risk Assessment

Introduction

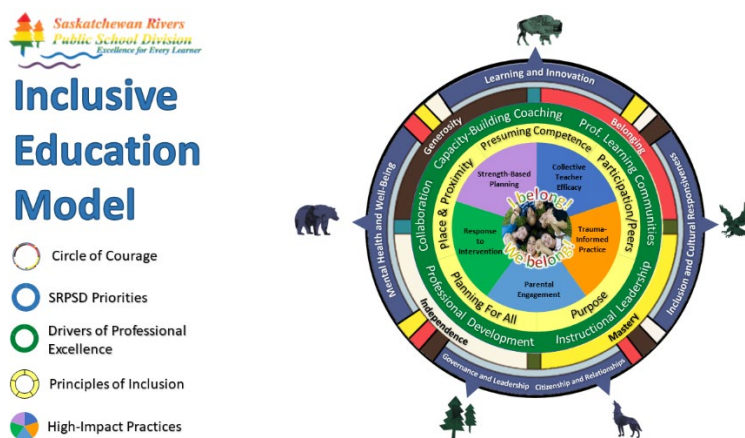
Saskatchewan Rivers Public School Division prides itself in being a leader in inclusive education focused on *Excellence for Every Learner*. This accountability report will provide of summary of several initiatives and programs that support high-quality and purposeful educational programming for each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



Inclusion and Cultural Responsiveness

Equity, Diversity, and Inclusion

To support school teams with the implementation of best practices in inclusive education, the SRPSD Inclusive Learning Team has developed a series of learning models. The visual below identifies the various elements of the SRPSD Inclusive Education Model. An [interactive version of the model](#) is accessible from Edsby and our website for instructional leaders to access as a professional development reference providing detailed information and multiple resources to support their colleagues and school communities in continued growth in inclusive education. It is important to note that the Principles of Inclusion (yellow ring) are common in all five SRPSD Learning Models as are the SRPSD Priorities (blue ring) and the Circle of Courage (outer ring) as these are essential elements present throughout our learning continuum.



The 2024-25 school year saw continued enhancement and implementation of the [SRPSD Inclusive Education “Look-Fors”](#). The “Look-For” document, created by our Inclusive Learning Team, is a reference tool to support teachers in the integration of universal, research-based, high-impact classroom-based strategies that support all students’ learning.

Inclusive Education



Purposeful and Responsive Classrooms

Guiding Principles:

- Capacity building through collaboration with school-based teams to support strengths-based, responsive and proactive planning for all students.
- All students will be supported through high impact learning environments focused on universal design, targeted and individualized supports.
- If it is good for one student, it is good for all students.

Universal Supports: Useful for ALL, Taught to ALL
Targeted Supports: Useful for SOME, Taught to ALL, Choice for ALL
Individualized Supports: Essential for ONE, Taught to ALL

High Impact Environments

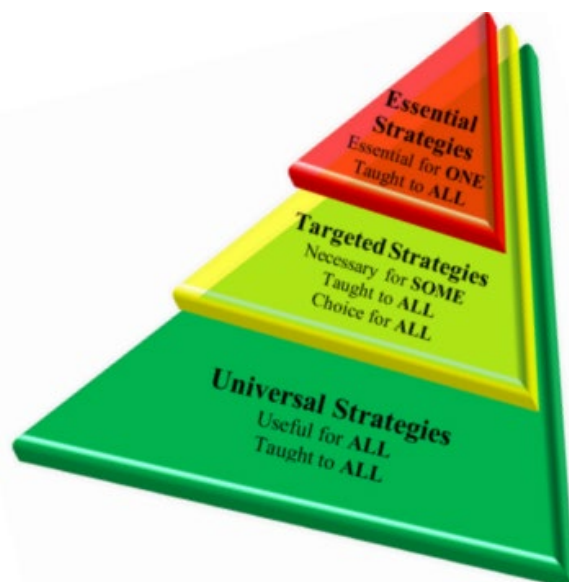
- ☐ Visual schedules posted and frequently referenced
- ☐ Consistent and predictable routines
- ☐ Organized learning spaces
- ☐ Flexible seating options to accommodate:
 - whole group
 - small group and
 - individual seating

Differentiated Classrooms

- ☐ Adaptive Dimension is utilized to the fullest extent for all students
- ☐ Flexible groupings
- ☐ Purpose and place planners
- ☐ Universal, targeted and individualized supports present in all classrooms
- ☐ Executive functioning skills taught in all grade levels

Whole Class Regulation

- ☐ SRPSD Mental Health Model consistently implemented across all grade levels
- ☐ Co-constructed classroom commitments and expectations are posted and referenced
- ☐ Calming corner or safe space
- ☐ Zones of Regulation (K-Gr.8) and/or Focus on Self Regulation (Pre-K-Gr.3) explicitly taught to all



Gender and Sexual Diversity (GSD)

SRPSD is committed to ensuring schools are safe and inclusive environments for all students and staff regardless of their sexual orientation or gender identity. Our Inclusive Learning Team works with each school to support their Gender and Sexual Diversity (GSD) Alliances. As per Ministry policy, each school has a staff member who leads the work of their GSD Alliance.

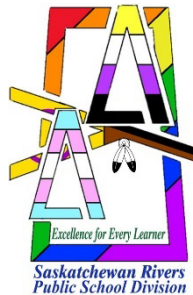
In the fall of 2023, SRPSD revised AP 316 (Communicating with Parents/Guardians) to align with the requirements of Article 197.4 of the Education Act – Consent for Change to Gender Identity.

In the spring of 2025, SRPSD revised AP 159 (Equity, Diversity and Inclusion) to align with the Saskatchewan Government's requirements of changeroom policies.

SRPSD celebrates diversity in our school communities and at the division level. Pride activities and events were held throughout the school year in many schools. There was active participation from SRPSD students, staff, and community allies in our third annual Prince Albert Pride Parade on June 7, 2025.

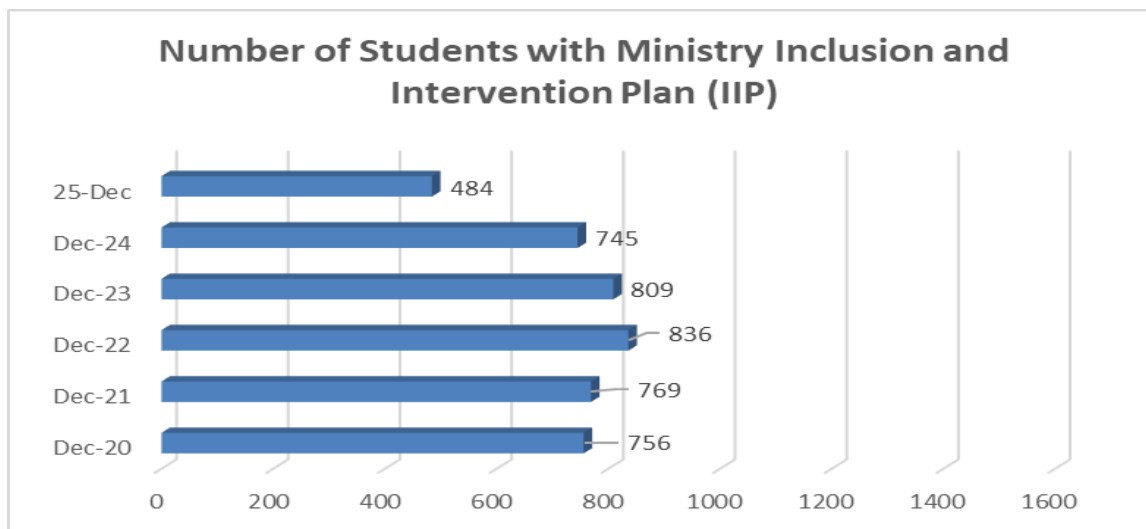
The GSD Leadership team continues to work collaboratively with Division leadership and school GSD Alliances to guide and support our school communities ensuring that our schools are places where each student can learn and grow in a community that fosters an authentic sense of belonging.

Below are the Board-approved Pride versions of the SRPSD logo that are used in a multitude of communications throughout the year.



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 reflect the extent of additional support being provided to students with intensive needs. While the Ministry requires the submission of an IIP for reporting purposes, SRPSD also employs a range of other tools and support strategies beyond the IIP to meet the diverse student needs. These additional tools allow school teams to respond effectively to students who require targeted interventions but may not require a formal IIP.

Because IIPs are reserved for students with the most intensive needs who struggle to access the curriculum, the requirements for IIP submission, combined with high caseloads and the use of these other support mechanisms, naturally limit the number of IIPs we can manage and therefore include in our report. SRPSD's commitment to excellence for every learner is demonstrated through the comprehensive support provided by school teams in response to identified student needs. Support that extends well beyond what is captured in the Ministry's Intensive Supports report.

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, Inclusive Education Coaches, school administrators, Intensive Supports Division 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

The SRPSD Intensive Supports team, with input from stakeholders, has developed a new IIP that reflects a significant shift toward strength-based, student-centered planning. This redesign moves away from a deficit-focused approach and instead emphasizes identifying what students can do, building on their competencies, and leveraging their interests to support meaningful growth. Strength-based goals are crafted to be achievable, relevant, and personalized, ensuring that each student's abilities form the foundation for their learning pathway.

This shift is aligned with the work of Shelley Moore, whose frameworks and research have shaped SRPSD's Inclusive Education Model and our guiding principles of inclusion. Moore's emphasis on designing for diversity, removing barriers, and seeing every learner as capable and competent is reflected directly in the new IIP structure. By embedding these principles into the IIP, SRPSD is ensuring that planning processes promote belonging, honour student voice, and focus on inclusive, responsive instruction rather than on categorizing student challenges.

Ultimately, the new IIP supports the division's commitment to inclusive education by fostering plans that are more holistic, actionable, and empowering for students, families, and educators.

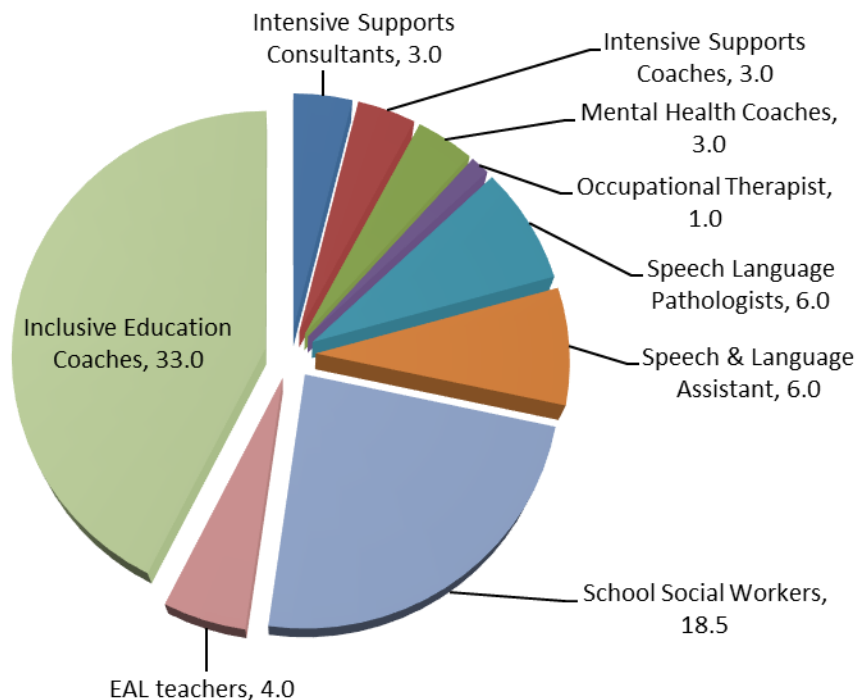
SRPSD continues to use CLEVR as a centralized form management tool that also supports workflow, collaboration, and communications of multiple stakeholders supporting student needs. CLEVR has become the student information hub to communicate student needs, track interventions, and monitor student progress. CLEVR houses our IIPs, and other documentation that supports collaboration and efficient communications such as:

- ARTO Screen
 - ARTO/VRTA Level 1*
 - Assistive Technology and Equipment Request
 - Collaboration Meeting Notes
 - Inclusion and Intervention Plans*
 - Intensive Supports Purchase Request Form
 - Psychoeducational Assessment Referral
 - Record of Adaptations
 - Release of Confidential Information Form
 - School Social Worker Contact Log entries
 - School Social Worker Referral and Consent
 - SLP Consent and Documentation
 - Student Incident Report
 - Student Safety Plan
 - Student Supports Log
 - Student Suspension Form
 - Temporary Medical Exclusion Form*
- * denotes new forms created in 2025-26*

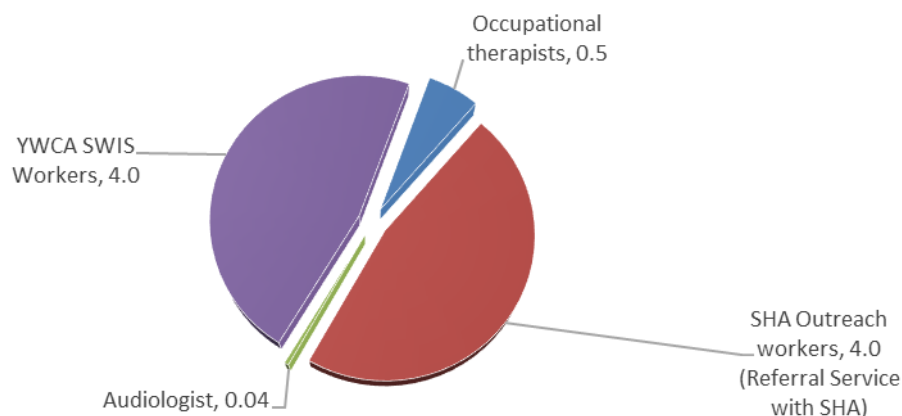
Since its activation in 2022-23, more than 20,000 records are now housed in CLEVR.

Professional Services to Support Equity, Diversity, and Inclusion

SRPSD Intensive Supports Professional Staffing (2025-26 FTE)



Contracted Service Providers/Partnerships (2025-26)



In 2025-26, the Learning Disabilities Association of Saskatchewan is contracted to provide 40 psycho-educational assessments and CAIRS was contracted to provide 20 psycho-educational assessments as SRPSD does not employ a registered psychologist.

2025 - 26 SRPSD Intensive Supports Staffing Update

- Addition of 1.0 EAL elementary teacher will replace current EA supports in January 2025
- Addition of 1.0 Occupational Therapist
- Addition of 5.0 language assistants to support speech and language programming and social referencing and regulation strategies in schools.

Enhanced Speech and Language Supports

The addition of 5.0 Language Assistants to our current complement of 6.0 Speech and Language Pathologists (SLPs) significantly enhances SRPSD's capacity to support students' speech, language, and communication development. Language Assistants work directly with students to provide frequent, targeted practice in articulation, vocabulary, oral language comprehension, and expressive language skills. With this expanded team, students receive more consistent intervention, earlier support, and increased opportunities for repetition and skill reinforcement.

Strengthening speech and language skills is directly linked to improved reading outcomes. Oral language competency, particularly phonological awareness, vocabulary, and sentence structure forms the basis for successful decoding, comprehension, and overall literacy development. By expanding our support model to include Language Assistants, SRPSD ensures that more students access timely, high-quality intervention that not only improves their communication skills but also lays the groundwork for stronger reading achievement across grades. The collective work of the SLPs (screening, testing, and developing programming) and the Language Assistants (carrying out the programming) ultimately leads to more responsive services and better long-term learning outcomes for students.

Currently:

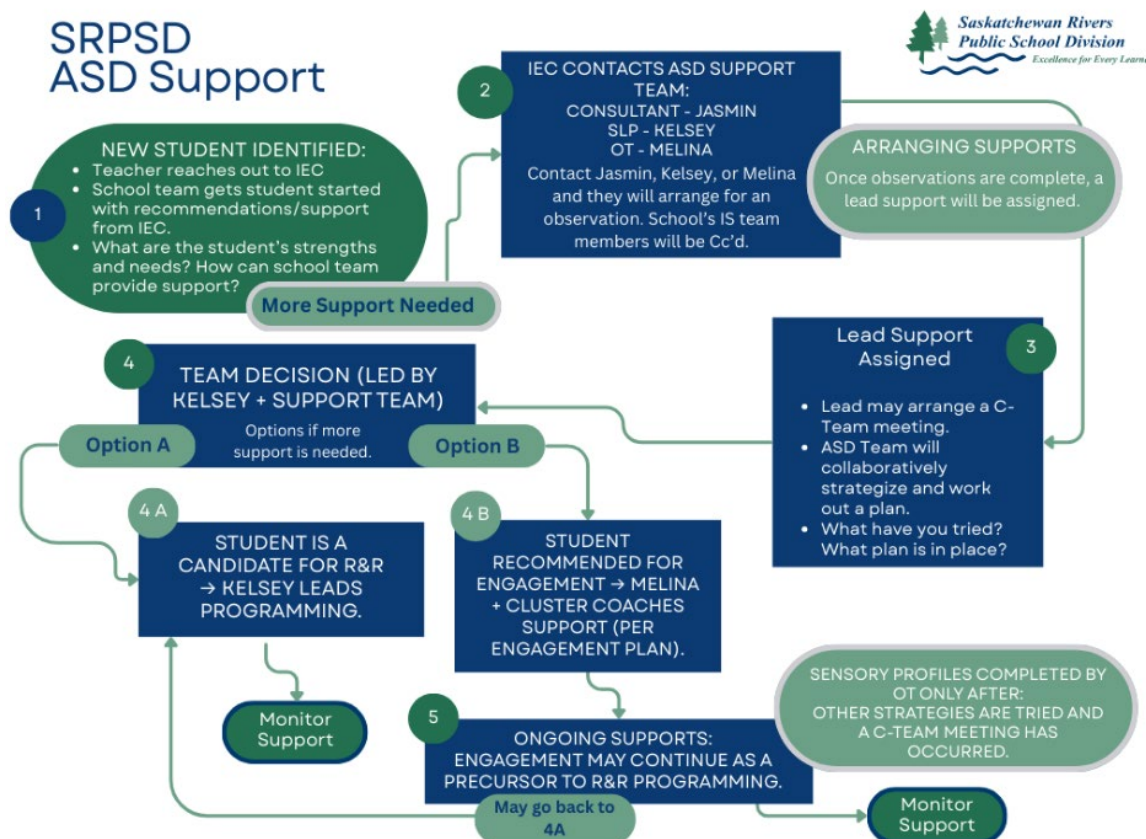
- **398** SRPSD students are currently receiving speech-language therapy from language assistants.
- Students receive **2-10** speech-language therapy sessions (with language assistants) per month (influencing factors include severity, attendance and rural vs. urban).
- Pre-Kindergarten: **127** Pre-Kindergarten students were referred for speech-language therapy (with language assistants) from PK speech screens.
- Kindergarten: **95** Kindergarten students were referred for speech-language therapy (with language assistants) from K speech screens.

Autism Support Team

The formation of our Autism Support Team, a collaborative team consisting of an Intensive Supports Consultant, a Speech and Language Pathologist (SLP), and an Occupational Therapist (OT), provides a highly effective, holistic approach to supporting students with ASD in SRPSD. Many of our students with ASD are those who require the most intensive and complex supports. This interdisciplinary team brings together expertise in attachment, engagement, regulation, social interaction and referencing allowing for comprehensive observation, assessment, and coordinated planning. By working together, the team can determine the most appropriate supports, interventions, and environmental adjustments to help each student access learning and participate meaningfully in school. Once the supports are established, school-based staff carry out the programming with ongoing coaching and guidance from the Intensive Supports Team, ensuring that strategies are implemented with fidelity and adapted as the student's needs evolve. This model strengthens consistency, builds school capacity, and leads to more effective, student-centered outcomes.

Currently:

- **80+** Students have been accessing services from our Autism Supports Team and an additional **60+** students receive consultation.



Student Engagement Centres (SEC) – Queen Mary Public School, École Arthur Pechey Public School and John Diefenbaker Public School

In January 2024, the Government of Saskatchewan announced additional funding for the Specialized Supports Classroom Pilot Project. SRPSD was one of eight school divisions selected for the pilot project. The pilot aimed to help staff in schools manage and de-escalate behavioural incidents. The pilot provided funding for additional specialized supports to help students practice self-regulation skills while also addressing the impacts of disruptions in classrooms. After analysis of factors such as student needs, staff readiness and facility capacity, Queen Mary was selected as the school to implement the pilot project. The SRPSD Inclusive Learning Team and the Queen Mary school team worked closely in developing a plan for the pilot project that would align with our Inclusive Education Learning Model. Thus, the Student Engagement Centre at Queen Mary Public School was developed.

In the November 2024 Throne Speech, the Government expressed its plan to expand the pilot project to 200 classrooms. In the spring, SRPSD received funding for one additional classroom. However, through hard work, thoughtful collaboration, generous sharing of expertise and resources, and a steadfast commitment to inclusive thinking, SRPSD was able to stretch funding originally intended for two programs into three. The efficiency of our processes, combined with a collective willingness to problem-solve creatively, and prioritize student needs, made it possible to maximize the dollars without compromising quality. This achievement reflects the strength of our teams and their dedication to ensuring that more students benefit from meaningful, responsive programming.

The Student Engagement Centre is a model where students from K-8 flow in and out of a learning space that is designed to meet their needs. The Student Engagement Centre is a model where both teachers and students are supported by looking at the classroom as a learning community. It aligns with our current model of inclusion as students remain a part of their classroom community but receive targeted intervention on their individual area of need. We incorporate Indigenous Perspectives and land-based learning. Our goal is to equip our students with the ability to self-regulate while implementing universal strategies in homeroom classrooms, resulting in increased success and satisfaction for all at school. The key focus areas for the targeted interventions include regulation, executive functioning, and social-emotional learning. These areas are worked on in a pull-out model and at the same time, being pushed into classrooms. The SECs also offer group interventions for small groups of students who would benefit from common strategies.

The additional funding allowed SRPSD to staff the Student Engagement Centres with one full-time Inclusive Education Coach, one full-time educational associate, and a half-time School Social Worker.

The following statements, gathered from staff, are indicative of the impacts of the Student Engagement Centres.

“Students are able to self-regulate more effectively and accept co-regulation if needed. They are able to de-escalate more quickly when big emotions arise. Fewer incidents of meltdowns sent to the office.”

“Families appreciate and support the learning happening in the SEC. Some are using the strategies learned at home.”

“SEC was amazing for the students that needed an alternative learning space, tailored to the academic and non-academic needs of the students. It was a culturally affirming space in a building with ...vulnerable students. Students loved going to the SEC. It was a time for them to step back from a hectic classroom and engage in programming suited to their needs.”



MENTAL HEALTH AND WELLBEING

Mental Health Supports

Saskatchewan Rivers Public School Division recognizes the importance of personal wellbeing 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 a wide array of valuable, on-going 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. The core of our mental health supports is focused on capacity-building so that classroom teachers have the necessary resources and supports to integrate universal strategies and trauma-informed practices in their educational programming. Our mental health coaching supports target three key elements: mental health literacy, social-emotional learning, and self-regulation.

The SRPSD Mental Health Capacity Team continues to implement the Safe and Connected Culture and Safe and Connected Classroom models to further define our Mental Health and Wellbeing Framework.

As of 2025-26, school leadership teams can choose Mental Health and Wellbeing as a school goal, acknowledging the importance of intentional and prioritized work around relationships, regulation, and safety. As we know, students cannot learn unless they feel safe and connected. Currently 8 schools are focussing on Mental Health and Wellbeing.

Mental Health

Safe & Connected Culture

WHY

- The goal of all mental health support is to help students find safe place/balance their wheel.
- Students cannot learn unless they are regulated.
- Building an environment that supports and empowers our students to build the skills of resilience in navigating challenges.
- If it is good for one student, it is good for all students.
- Universal Tier 1 strategies.

NOTES

BALANCING YOUR WHEEL

SAFE PLACE
Environment

Visual

Spatial

Sound
SAFE PLACE

GENUINE MODELING

Pride	Walls	Flex	Sound System
Ease of Access	Lighting	Regulation Resources	Environmental Noise
Staff Details	Organization		
Connecting & Collecting	Schedule		
Comprehension of Processes			

Pride in Appearance

- Who are we
- Information at entry
- Bulletin boards
- Showcasing Student Growth
- School history
- Vision Statement
- Representation

Ease of Access

- Community information
- Learning w/ CBO's
- Support for booking appointments
- Transportation
- Accessible for all

Staff Details

- Staff introduction
- Classes taught
- Extra cur & clubs
- Role Clarity-Who can help me

Connecting & Collecting

- Recognition at all opportunities
- Eye contact
- "Hello"
- Smile
- Using a name
- Personal question and/or comments
- High-5/nod/etc.

Comprehension of Processes

- Start & end time
- School expectations
- Alarm situations
- Copy of class schedule
- Signed up on Edsby
- Location Clarity

Mental Health

Safe & Connected Classroom

WHY

Students are supported to sustain and strengthen their resiliency and mental wellness.

- The goal of all mental health support is to help students find safe place/balance their wheel.
- Students cannot learn unless they are regulated.
- Build an environment that supports and empowers our students to build the skills of resilience in navigating challenges.
- If it is good for one student, it is good for all students
- Universal Tier 1 strategies.

BALANCING YOUR WHEEL

SAFE PLACE
Expectation of Connection

Visual

Spatial

Sound
SAFE PLACE

GENUINE MODELING

Connecting and Collecting	Walls	Flex	Sound System
Intentional Opportunities to Build	Lighting	Regulation Resources	Environmental Noise
Values & Tipi Teachings	Organization		
Classroom Commitments	Schedule		
Morning Meeting			
Experiential Play-Based & Flex Groups			

Connecting & Collecting

- Greeting
- Eye contact
- "Hello"
- Smile
- Using a name
- Personal question and/or comments
- High-5/nod/etc.

Intentional Opportunities to Build:

- Social Skills
- Executive Functioning
- Emotional Intelligence
- Mental Health Literacy

Values/Tipi Teachings

- Taught - Purposeful teaching
- Caught - Noticing the value in action
- Sought - Students looking for the value

Classroom Commitments

- Co-constructed Expectations
- Group Etiquette
- Displayed

Morning Meeting/SMART start

- Greeting
- Sharing
- Activity
- Message

Experiential Play-Based & Flex Groups

- Games
- Sociodramatic
- Exploratory
- Artistic
- Small World

Saskatchewan Rivers Public School Division
Excellence for Every Learner

MHCB

Saskatchewan Rivers Public School Division
Excellence for Every Learner

MHCB

Mental Health Capacity Building Project

The 2025–26 school year marked the continued implementation of the Ministry of Education’s (formerly SHA’s) Mental Health Capacity Building (MHCB) Project. Additional Ministry funding enabled the expansion of the team from a half-time to a full-time coordinator, along with a full-time promoter, thereby increasing the division’s capacity to engage with additional school staff, students, and community stakeholders through programming and capacity-building initiatives. During this period, the MHCB team concluded its work at PACI and transitioned to École Vickers Public School to begin the next phase of project implementation. This two-year funding agreement with the Ministry of Education is set to conclude in June 2027.

In the June 2025 Staff Perceptual Survey, administered by the SHA, 93.8% of respondents agreed (31.3%) or strongly agreed (62.5%) that *“the MHCB initiative is helping to create a school community environment that supports positive mental health and well-being”*.

Below are additional staff comments or excerpts from the survey.

- *“I have heard students use the language of mental health and share ideas/supports in the school with others.”* This sentiment was echoed by another respondent, who indicated that *“students have felt more comfortable accessing resources in and out of the school in regard to their mental health.”*
- *“Provided students with self-directed ways to seek and find support for their mental health.”*
- *“Has went above and beyond to ensure that everyone (staff, students, community) has felt supported and comfortable with their mental health journey.”*
- *“It is an excellent thing to have in our building and it has shifted everyone's thoughts on how to care for their mental health.”*
- *“The support from MHCB was outstanding. I could not imagine the school year without these supports.”*

Communications with the SHA and now Ministry of Education, have consistently indicated a commitment to continue with the MHCB Capacity Building in Schools Project. After three years of impactful and enduring supports at PACI, SRPSD has transitioned the MHCB in Schools project from PACI to École Vickers Public School with hopes of continued supports into additional schools across SRPSD beyond 2027.

Ministry Mental Health Grant

SRPSD appreciates the additional funding provided by the Ministry of Education with the Mental Health Grant made available to school divisions to support mental health training and supports. We continue to use this grant to train trainers in ASIST, safeTALK, VTRA, and this year, Mediation and provide training to our staff. In 2025-26, SRPSD received an additional \$10,000.

Suicide Intervention

Suicide intervention is another key component of SRPSD's mental health supports. We have an SRPSD consultants and superintendent certified in ASIST T4T and a superintendent and school social worker certified in safeTALK T4T. Trainers will continue to provide annual training sessions in both ASIST and safeTALK.

Conflict and Mediation

In the 2025-26 school year, we will train a group of 5-6 school social workers in formal conflict and mediation. This will support SRPSD schools in a formal process that they can utilize to help students and families deal with conflict.

Providing mediation to students and families in a school setting is essential for fostering a supportive, collaborative, and inclusive environment. Mediation helps address conflicts early, giving everyone a safe space to share perspectives, build understanding, and work toward mutually agreeable solutions. By promoting healthy communication and problem-solving skills, mediation not only reduces tension but also strengthens relationships, increases student engagement, and supports a positive school climate where all members feel heard and respected.

Therapy Dogs

SRPSD stands out as one of the few school divisions in Saskatchewan to have an Administrative Procedure¹ to guide the process allowing therapy dogs in schools to support the mental health needs of staff and students. We currently have two handlers of certified therapy dogs who are available to offer supports in our schools.

Hospital Program

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

Hospital Program	2021-22 Student Contacts	2022-23 Student Contacts	2023-24 Student Contacts	2024-25 Student Contacts
Family Treatment Centre	15	64	39	42
Mental Health Services	177	57	N/A	N/A

Ministry funding for the hospital program is confirmed until March 31st, 2026.

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

Traumatic Event Response

Intensive Supports personnel are available to support a school community following a traumatic event. The SRPSD Traumatic Response Team includes superintendents, consultants, and social workers. In 2024-25, the Traumatic Response Team responded to three formal traumatic events to support students and staff. Aside from formal responses, the team supports schools through debriefing and difficult circumstances on a regular basis.

Assessment of Risk to Others (ARTO)

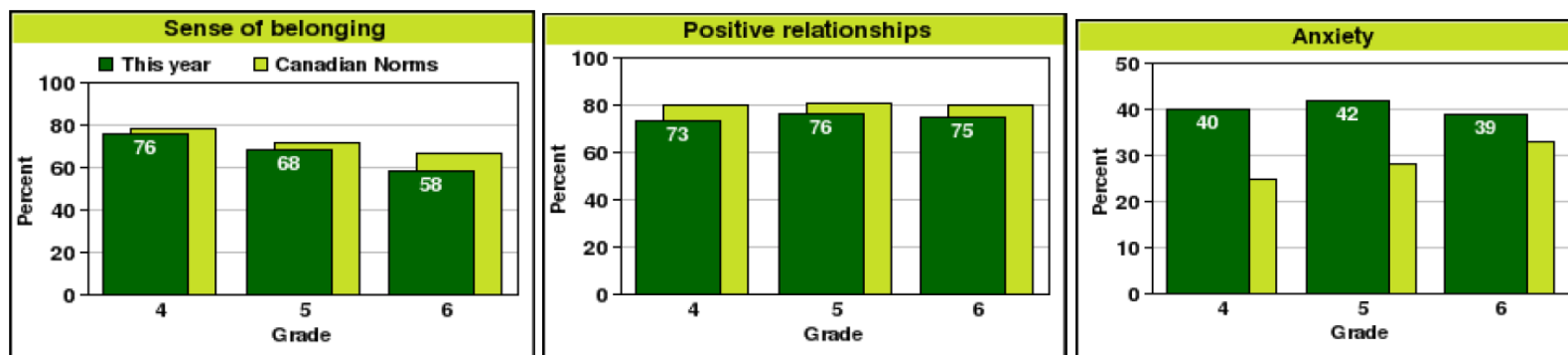
In 2023-24, Prince Albert agencies celebrated the renewal of the [Prince Albert Violence Threat Risk Assessment \(VTRA\) Community Protocol](#) with a signing ceremony held in March 2024. Inter-agency collaboration continues to be a valuable support when schools need to enact a risk assessment. SRPSD has two VTRA trainers who work collaboratively with other trainers from partner agencies to provide Level 1 training opportunities on a regular basis to personnel from all partner agencies. In 2024-25, 15 SRPSD staff completed Level 1 training and several individuals completed virtual VTRA with an Indigenous Perspectives Training. In 2025-26 so far, 4 staff attended the VTRA for Neurodivergence training and several more plan to attend at the next offering in January, 2026. We continue to provide reviews, debriefs, and informal training around the ARTO-VTRA process.

During the 2024-25 school year, school teams (administrators, social workers, IECs), with the support of division Intensive Supports Consultants, coordinated 20+ Assessments of Risk To Others with SRPSD and community partner leads.

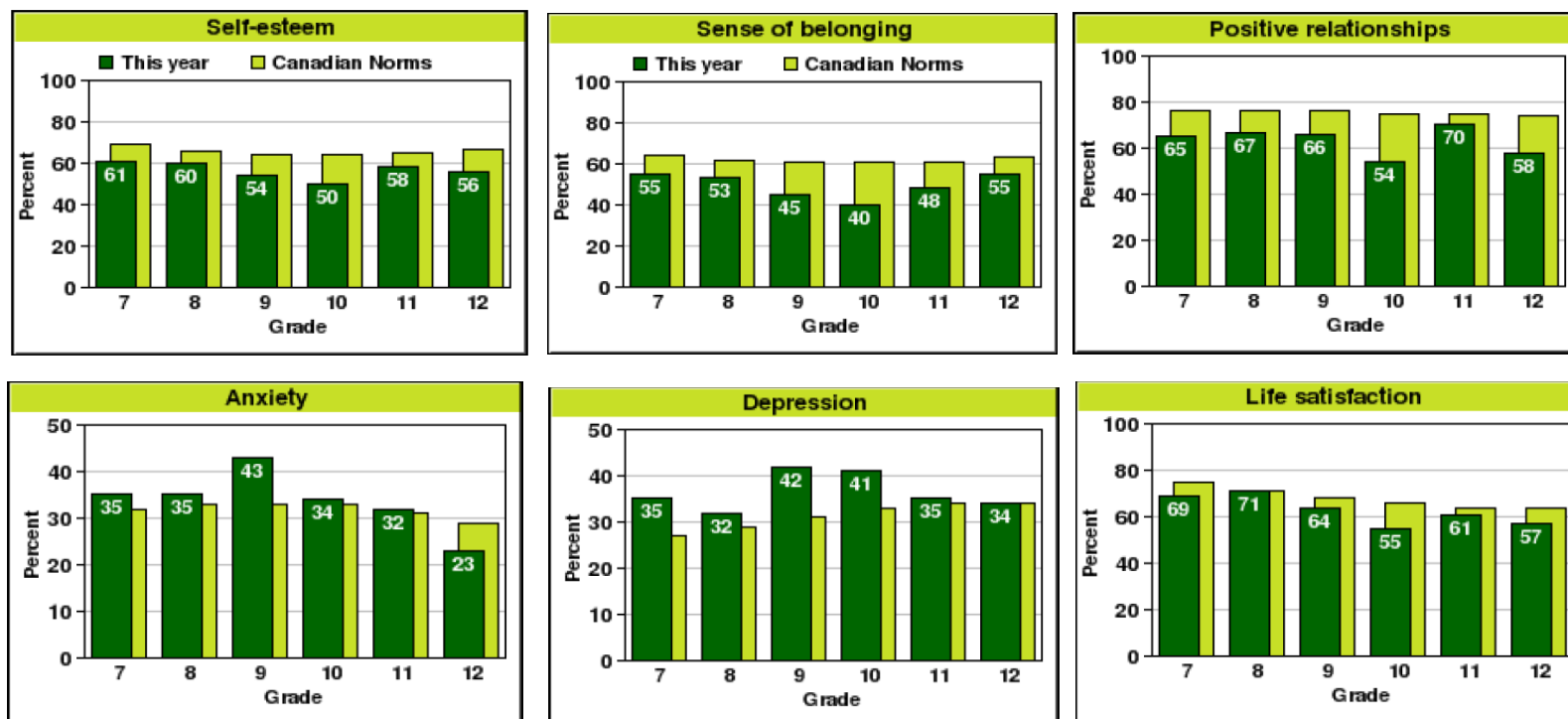
Student Mental Health Metrics

The following graphs illustrate feedback provided by students to questions associated with mental health and wellbeing in the 2024-25 OurSCHOOL Student Engagement Survey.

Grades 4 to 6 Students



Grades 7 to 12 students





LEARNING AND INNOVATION

SRPSD Specialized Learning Centres, Functional Integrated Programs and Alternative Education

Prekindergarten to Grade 8

Specialized Learning Centre	2022-23			2023-24			2024-25		
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE
English as an Additional Language	17	1.0	1.0	27	1.5	0	24	1.0	1.0
Developmental Education	21	2.0	9.0	21	2.0	11.0	20	2.0	11.0
Totals (PreK – Grade 8)	38	3.0	10.0	48	3.5	9.0	44	3.0	12.0

Grades 9 to 12

Educational Program	2022-23			2023-24			2024-25		
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE
Carlton Public High School Functional Integrated Program	49	3.0	16.0	53	3.0	16.0	58	3.0	16.0
Wesmor Public High School Functional Integrated Program	41	2.0	4.0	46	2.0	4.0	16	2.0	4.0
Totals (Grades 9-12)	90	5.0	20.0	99	5.0	20.0	74	5.0	20.0

Basic and Alternative Education Program courses are available to students in grades 10 to 12 to accommodate students who are unable to successfully meet the learning targets of Regular courses. Basic and Alternative Education options give teachers the flexibility to tailor a course to meet their students' needs and allow them to earn credits towards graduation.

English as an Additional Language (EAL)

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

EAL teachers assess the 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 for initial CFR assessments for newcomers to Canada. During the 2024-25 school year, 65 ELLs were initially assessed by SRPSD whereas in the 2023-24 school year, 57 ELLs were assessed, and 74 ELLs were assessed in 2022-23.

The chart below shows the annual number of ELLs in SRPSD schools from September 2023 to September 2025.

	Number of ELLs Sept. 30/23	Number of ELLs Sept. 30/24	Number of ELLs Sept. 30/25
Total ELLs	367	334	453

EAL Service Delivery Model

A range of SRPSD personnel contribute to the support network for English Language Learners (ELLs) within the division's EAL program. As with all students, classroom teachers adjust instructional strategies and modify programming to meet individual learning needs. For students with the lowest levels of English proficiency, specialized EAL programming and supports are provided to address the unique requirements of learners acquiring English as an additional language.

At the high school level, EAL supports are delivered by 1.5 full-time equivalent teachers at Carlton Comprehensive Public High School, serving all students within the city. In this setting, supports are tailored to the specific interventions required to help students meet their credit requirements and progress toward graduation.

EAL Elementary Specialized Learning Centre (SLC)

The EAL Specialized Learning Centre (SLC) for students in Grades 1 to 8 is located at École Vickers Public School. The EAL SLC serves as the initial placement for all elementary-aged English Language Learners (ELLs) in the city of Prince Albert who demonstrate a CFR proficiency level of A1.1. Its purpose is to provide a language-rich instructional environment designed to accelerate students' acquisition of English as an additional language.

When a student's English language proficiency has progressed sufficiently to support success in a mainstream classroom, a transition plan will be developed to facilitate their move to their designated attendance-area school. The existence of the elementary EAL SLC ensures that SRPSD is equipped to support any ELL arriving in Prince Albert at any point during the school year. Students will not remain in the EAL SLC for more than one school year.



CITIZENSHIP AND RELATIONSHIPS

Alone we can do so
little; **together** we can
do so much.

Helen Keller

SRPSD is dedicated to *Excellence for Every Learner* through inclusive education that responds to the unique needs of each student. By partnering with a diverse network of community agencies and stakeholders, school teams develop and implement individualized education plans with clear objectives and measurable outcomes, ensuring continuous progress and accountability in student growth.

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

- Parents/guardians
- Alvin Buckwold Child Development Program
- Centre for Trauma Informed Practice
- Child and Family Services
- Child and Youth Development Clinic
- Child and Youth Mental Health Services
- City of Prince Albert: Community Safety and Wellbeing
- 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. Administration will ensure that Equity, Diversity, and Inclusion will continue to be the core of the actualization of SRPSD learning models.
2. Members of the Intensive Supports team will continue to collaborate with classroom teachers, Inclusive Education Coaches 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 of ongoing supports that foster student growth.
3. The Intensive Supports Team continues to strive for an exemplary level of supports. In response to stakeholder feedback, our priority will be the offering of ongoing professional development opportunities for school-based personnel to support high impact strategies, proven effective by research in inclusive education.
4. SRPSD will continue to focus on responding to the mental health needs of its staff and students. Administration and the Inclusive Learning Team will continue to review and enhance mental health and well-being supports.
5. SRPSD administration will continue to support gender and sexual diversity in our school communities.
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 (Ministry SCC, Ministry MHCB, mental health grant, and ELIS funding).
7. SRPSD continues to value its partnerships with multiple community agencies who provide important complimentary supports to services offered by SRPSD personnel.

GOVERNANCE IMPLICATIONS

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

1. Provide support to administration to administration regarding the delivery of services that advance equity, diversity, and inclusion.
2. Support professional development and the implementation of best practices in inclusive education to uphold *Excellence for Every Learner*.
3. Prioritize the needs of vulnerable students in alignment with the Board Advocacy Plan.
4. Strengthen partnerships and community engagement, with particular focus on collaboration with the Saskatchewan Health Authority.
5. Support the ongoing implementation of SRPSD's Strategic Plan and the Inclusive Education Learning Model, including consideration of program restructuring or discontinuation, and strategic allocation of resources to intensive supports that:
 - a. effectively addresses students' current learning strengths and challenges.
 - b. aligns with the Ministry of Education's needs-based model of inclusive education.