

# Accountability Report: Inclusive Education



Prepared by:

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Superintendent of Schools  
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## **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 for 2021-2022](#)**

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 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
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 has been structured to demonstrate alignment with the priorities of SRPSD’s 2021-24 Strategic Plan.



## LEARNING AND INNOVATION

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

#### Prekindergarten to Grade 8

Specialized Learning Centre	2019-20			2020-21			2021-22			Capacity 2020-21
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
English as an Additional Language	20	1	1	20	1.0	1.0	10	1.0	1.0	20
Developmental Education	22	2.0	10.0	19	2.0	9.0	17	2.0	9.0	22
Life Skills (PK-8)	17	1.0	4.0	16	1.0	3.0	17	1.0	3.0	20
<b>Totals (PreK – Grade 8)</b>	<b>59</b>	<b>4.0</b>	<b>15.0</b>	<b>55</b>	<b>4.0</b>	<b>13.0</b>	<b>44</b>	<b>4.0</b>	<b>13.0</b>	<b>62</b>

#### Grades 9 to 12

Educational Program	2019-20			2020-21			2021-22			Capacity 2020-21
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
Carlton High School Independent Futures (Functional Integrated Program)	27	2.0	11.0	29	2.0	12.0	43	3.0	12.0	28
Wesmor Life Skills (Functional Integrated Program)	35	2.0	3.0	41	2.0	3.0	50	2.0	4.0	44
<b>Totals (Grades 9-12)</b>	<b>62</b>	<b>4.0</b>	<b>14.0</b>	<b>70</b>	<b>4.0</b>	<b>15.0</b>	<b>98</b>	<b>5.0</b>	<b>16.0</b>	

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

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 in diverse classroom settings.

School	Number of registrations in Alternative Education Courses	
	2020-21	2021-22
Big River Public High School	17	3
Birch Hills Public School	2	0
Canwood Public School	0	0
Carlton Comp. Public High School	30	22
Distance Learning Centre	0	0
École Debden Public School	0	0
Kinistino Public School	0	0
Meath Park Public School	0	0
Prince Albert Collegiate Institute	0	1
St. Louis Public School	0	0
Wesmor Public High School	192	82
W. P. Sandin Public School	3	6
Won Ska Cultural School	0	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	2018-19 Student Contacts	2019-20 Student Contacts	2020-21 Student Contacts
Family Treatment Centre	86	50 <sup>1</sup>	0 <sup>2</sup>
Mental Health Services	317	111 <sup>3</sup>	74 <sup>4</sup>

\*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.

<sup>1</sup> Services at the Family Treatment Centre were suspended in March 2020 due to the COVID-19 pandemic.

<sup>2</sup> Services at the Family Treatment Centre continued to be suspended for the entire 2020-21 school year.

<sup>3</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>4</sup> Services at Child and Youth Mental Health resumed in late February 2021.

## English as an Additional Language (EAL)

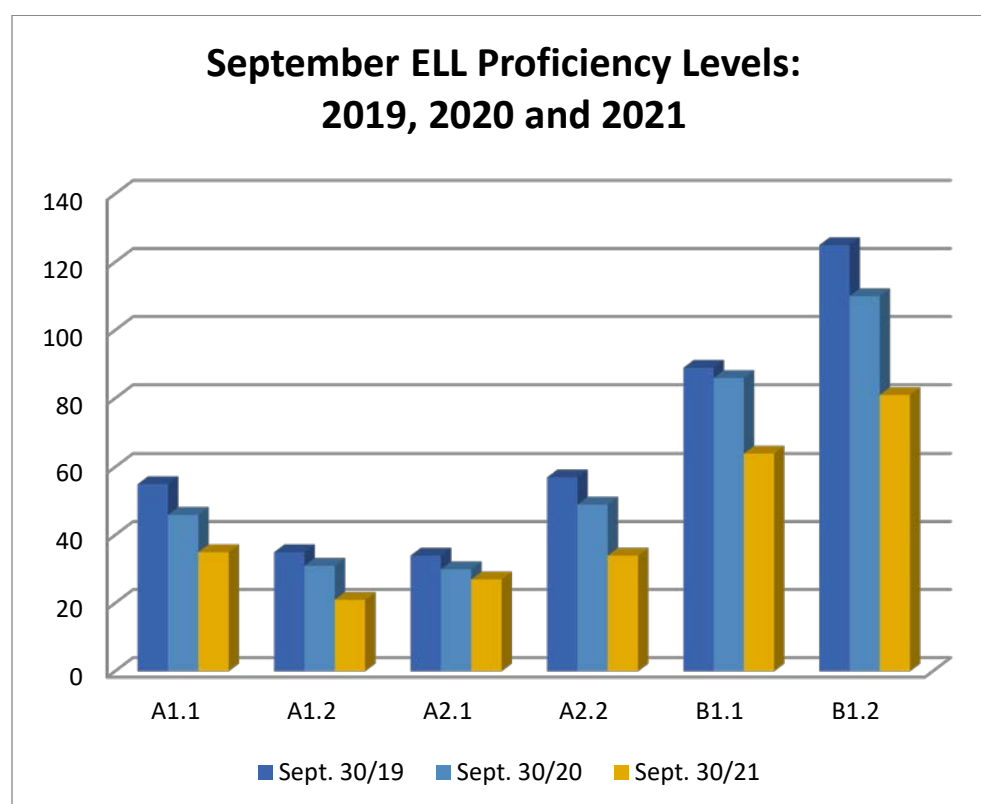
### English Language Learners (ELL) and the Common Framework of Reference (CFR)

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.

During the 2020-21 school year, 16 ELLs were assessed, whereas 42 ELLs were assessed in 2019-20 and 49 were assessed in 2018-19. The Ministry provides funding to SRPSD in for initial CFR assessments for newcomers to Canada. For the 16 assessments completed in 2020-21, SRPSD received \$6,430.56.

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 is indicative of student growth.



The chart below shows the number of ELLs from September 2019 to September 2021.

	Number of ELLs Sept. 30/19	Number of ELLs Sept. 30/20	Number of ELLs Sept. 30/21
<b>Total ELLs</b>	<b>395</b>	<b>352</b>	<b>-10.9%</b>
			<b>262</b>
			<b>-25.6%</b>

## 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.

The chart below indicates EAL teacher allocations for 2020-21 school year.

School	# of Students A-Level CFR	EAL Staffing Allocation
École Vickers Public School (Grades 1-8 EAL SLC)	20	1.0 FTE Teacher and 1.0 FTE Language Assistant
John Diefenbaker Public School	16	0.6 FTE Teacher
Arthur Pechey Public School	14	0.5 FTE Teacher
Riverside Public School	15	0.5 FTE Teacher
Vincent Massey Public School	15	0.5 FTE Teacher
Princess Margaret Public School	13	0.4 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 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)

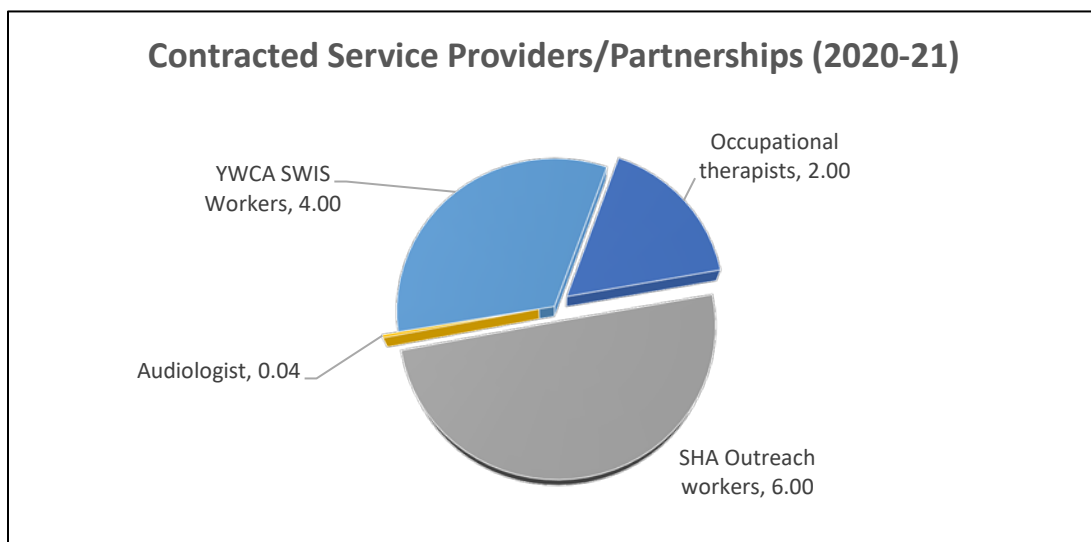
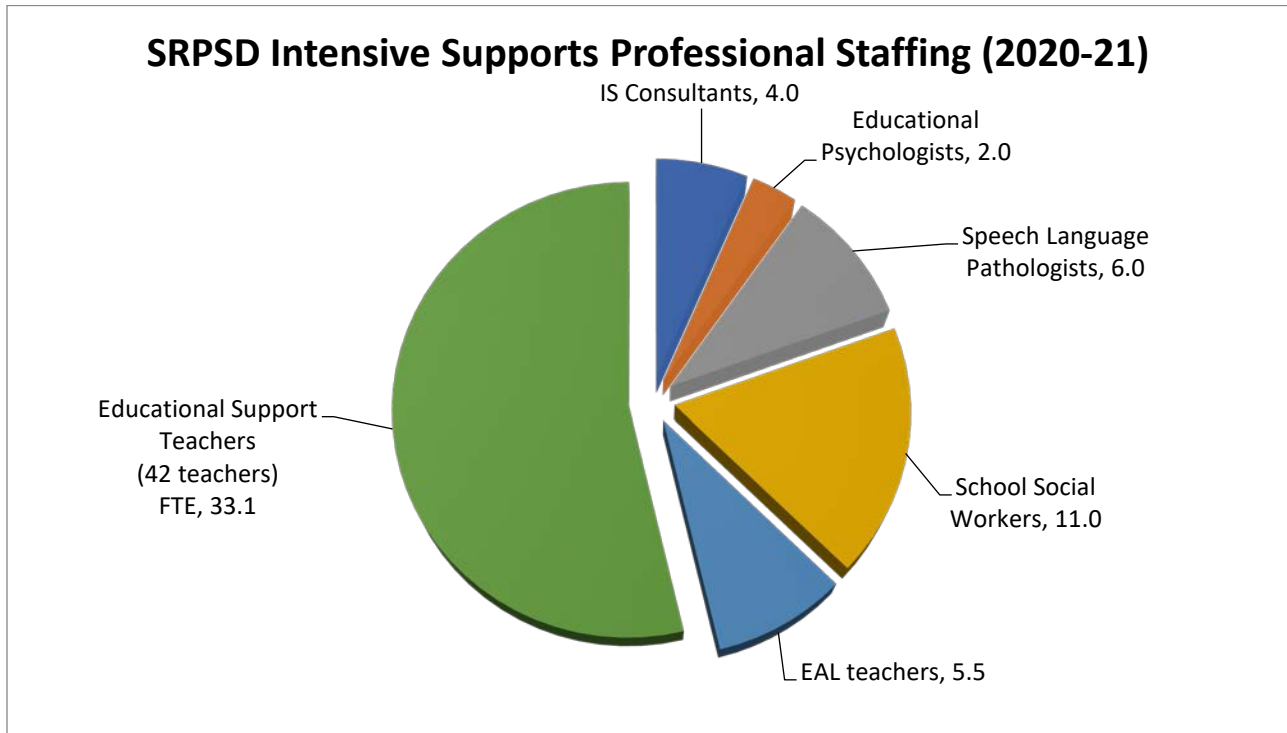
The EAL Specialized Learning Centre for students in grades 1 to 8 is located at Ecole Vickers Public School. The EAL SLC is the initial placement for all elementary aged ELLs in the city of Prince Albert with a CFR Level of A1.1. The purpose of a placement in the EAL SLC is to provide students a language 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.<sup>5</sup>

<sup>5</sup> 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.



# INCLUSION AND CULTURAL RESPONSIVENESS

## Professional Services to Support Inclusive Education





SRPSD also has an agreement with a contractor for additional psychological assessments to compliment our internal services with our two psychologists. In 2020-21, the contractor completed a total of 47 psychological assessments. These assessments are in addition to those provided by our two employed psychologists.

### **2021-22 SRPSD Intensive Supports Staffing Adjustments**

- Transition to contracted services for all educational psychology supports with the retirement and resignation of our two employed psychologists.
- Additional 1.0 FTE Social Worker to respond to needs in multiple schools (funded by one-time COVID supports)
- Additional 3.0 FTE Mental Health Coach supports (funded by one-time COVID supports)
- 0.5 FTE SLP vacant due to extended family support leave
- 1.0 FTE SLP vacant due to maternity leave
- 1.0 FTE Speech and Language Assistant position (temporary to June 2021)
- 2.5 FTE reduction to EAL teachers

### **Gender and Sexual Diversity**

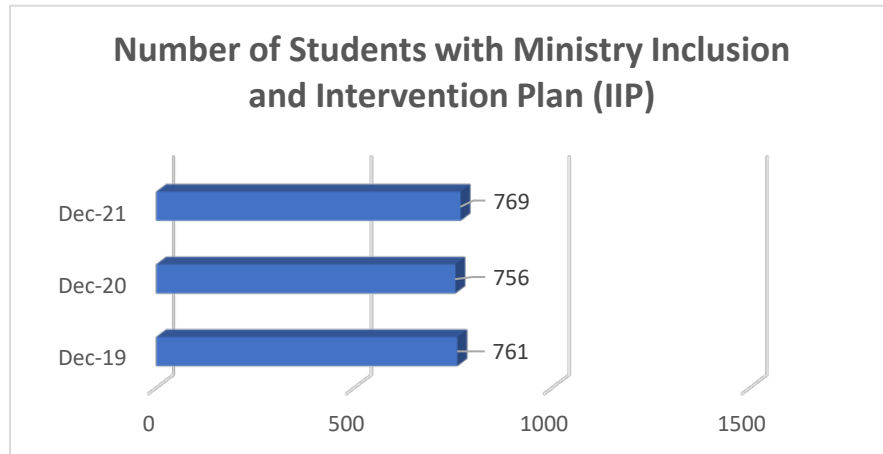
SRPSD is committed to ensuring schools are safe and inclusive for all students, including those who identify as gender and/or sexually diverse. The Mental Health and Wellness Consultant works with each school to support their Student Alliances for Gender and Sexual Diversity. Each school has a staff member who leads the work of their Student Ally Group. 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. An example of such activities would include the crosswalk painting on 15<sup>th</sup> Avenue West in front Queen Mary 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. SRPSD would also like to recognize the support of Adie Schenk, teacher at Queen Mary Public School, who collaborated with our consultant and school principals to offer a number of workshops for staff and students during the 2020-21 school year. Workshops were offered to members of the Inclusive Learning Team, SRPSD social workers and to staff and students in a number of schools.

It is also important to note that recent facility upgrades also support the inclusion of gender and sexually diverse students. Carlton Comprehensive Public High School, École Arthur Pechey Public School and Riverside Public School now have gender neutral bathrooms.

Recognizing that more needs to be done to support an even more inclusive mindset for gender and sexual diversity in our school communities, the Mental Health and Wellbeing consultant and Superintendent collaborated with an external consultant and researched the initiatives of other school divisions in the province to identify additional measures that align with the provincial vision as outlined in [Deepening the Discussion: Gender and Sexual Diversity](#). Gender and sexual diversity inclusion will become an integral component of our renewed Inclusive Education Framework. It is anticipated that the development of administrative procedures to formally guide school communities in actively supporting gender and sexual diversity will be a key component of the renewed framework.

## Students Requiring Intensive Supports

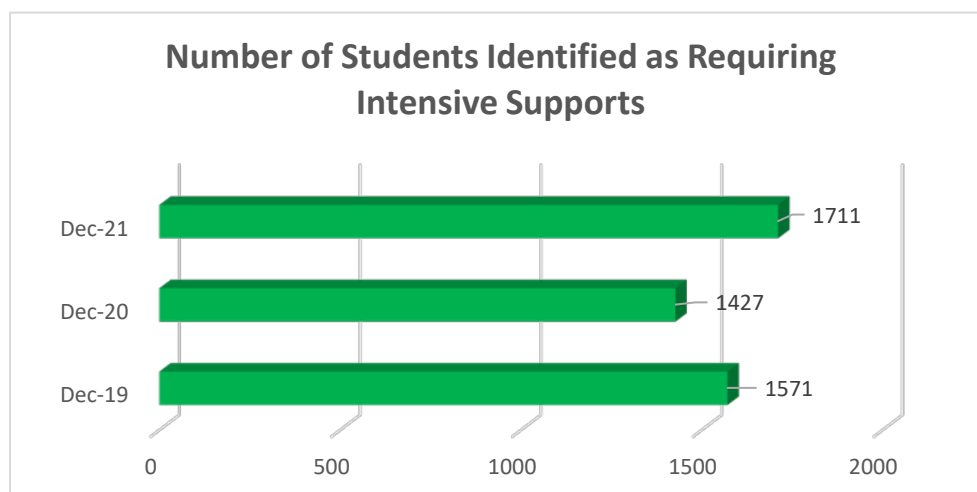
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is a direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students with an IIP 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 actual 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 identified 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 data on students receiving additional supports. These students may have a formal IIP, a locally managed intervention plan or other types of structured intervention 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. The chart and graph below illustrate IIP outcome achievement rates for each area of development.

IIP Area of Development	Percentage of Overall eIIP Outcomes (2020-21)	eIIP Outcome Achievement rate (2020-21)	eIIP Outcome Achievement rate (2019-20)
Academic Achievement	Unfortunately, due to technical difficulties with our database, we are not able to provide data at this time.  Once the problem has been rectified, the report will be updated.		n/a <sup>6</sup>
Communication			n/a
Health & Personal Care			n/a
Independence			n/a
Motor Skills			n/a
Personal & Social Well Being			n/a
Safety			n/a
Sensory			n/a
Transitions			n/a
<b>Total</b>		<b>n/a</b>	<b>n/a</b>

<sup>6</sup> 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.



## MENTAL HEALTH AND WELLBEING

### **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. In 2020-21, our new Mental Health and Wellbeing Consultant developed a framework detailing a capacity-building model to support Trauma Informed Practice in classrooms. The implementation plan targeted ongoing supports in two pilot schools: École Arthur Pechey Public School and Queen Mary Public School as well as division-based professional development available to personnel from all schools. Please refer to Appendix A for an overview of the Trauma Informed Schools Framework and a summary of the division-based professional development opportunities. This framework facilitated a strategic integration of additional mental health 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 expand school-based mental health coaching supports to all schools.

Suicide intervention is another key component of SRPSD's mental health supports. The division has two staff members who are certified to offer Applied Suicide Intervention Skills Training (ASIST). Three ASIST workshops were offered in 2020-21 to a total of 38 participants. Three additional sessions are planned for the 2021-22 school year. 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 2020-21, SRPSD received an additional \$10,285.00 with the targeted funding for Mental Health.

### **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 2020-21, the Traumatic Response Team responded to two traumatic events to support students and staff in schools.

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## **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. Although the pandemic has limited formal in-person meetings of leaders from each partner agency, 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.



## 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 a wide array of community agencies from diverse service sectors. When responding to complex student needs, having input from multiple and 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
- YWCA Settlement Workers in Schools
- Saskatchewan Health Authority outreach workers
- Prince Albert HUB table
- Neighbouring School Divisions and Education Authorities
- Eagle’s Nest Youth Ranch
- Ranch Ehrlo Society
- Child and Youth Mental Health Services
- Prince Albert Police Service
- Prince Albert Fire and Protective Services
- Royal Canadian Mounted Police
- Parkland Ambulance
- Child and Family Services
- Child and Youth Development Clinic
- Alvin Buckwold Child Development Program
- Saskatchewan Health Authority Therapies Unit
- Prince Albert Community Networking Coalition
- Prince Albert Urban Indigenous Coalition
- and many more...



## GOVERNANCE AND LEADERSHIP

### **ADMINISTRATIVE IMPLICATIONS**

1. In collaboration with the school-based teams and the SRPSD Inclusive Learning Team, we will continue 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 in the provision 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 Rubrics for Student Support Services](#) (Pages 6-14). 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. In 2020-21, Administration developed a three-year plan to review and renew SRPSD's Intensive Supports Framework to support inclusive education. Actualization of the plan began at the start of the 2021-22 school year with data gathering to determine the current level of supports in comparison to the Ministry of Education's rubrics (see #3). Data gathered in year one will be analyzed to develop an action plan to support our school communities with evolving needs to support inclusive education. Year three will see the implementation of the initiatives identified in the Action Plan.
5. SRPSD will continue to focus on responding to mental health needs. The mental health consultant will work with administration to review and enhance current supports and develop a plan for coordinated mental health supports across the division.
6. SRPSD administration will continue to focus on initiatives to support gender and sexual diversity in our school communities. Such initiatives will be a component of the renewed Inclusive Education Framework.
7. 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).
8. 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.

9. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
10. 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.
11. SRPSD continues to value our partnership with the Saskatchewan Health Authority who provides six outreach workers in direct support of students in eight.
12. 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. 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,
5. support ongoing renewal of SRPSD Intensive Supports including the potential to restructure or discontinue programs, and 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.

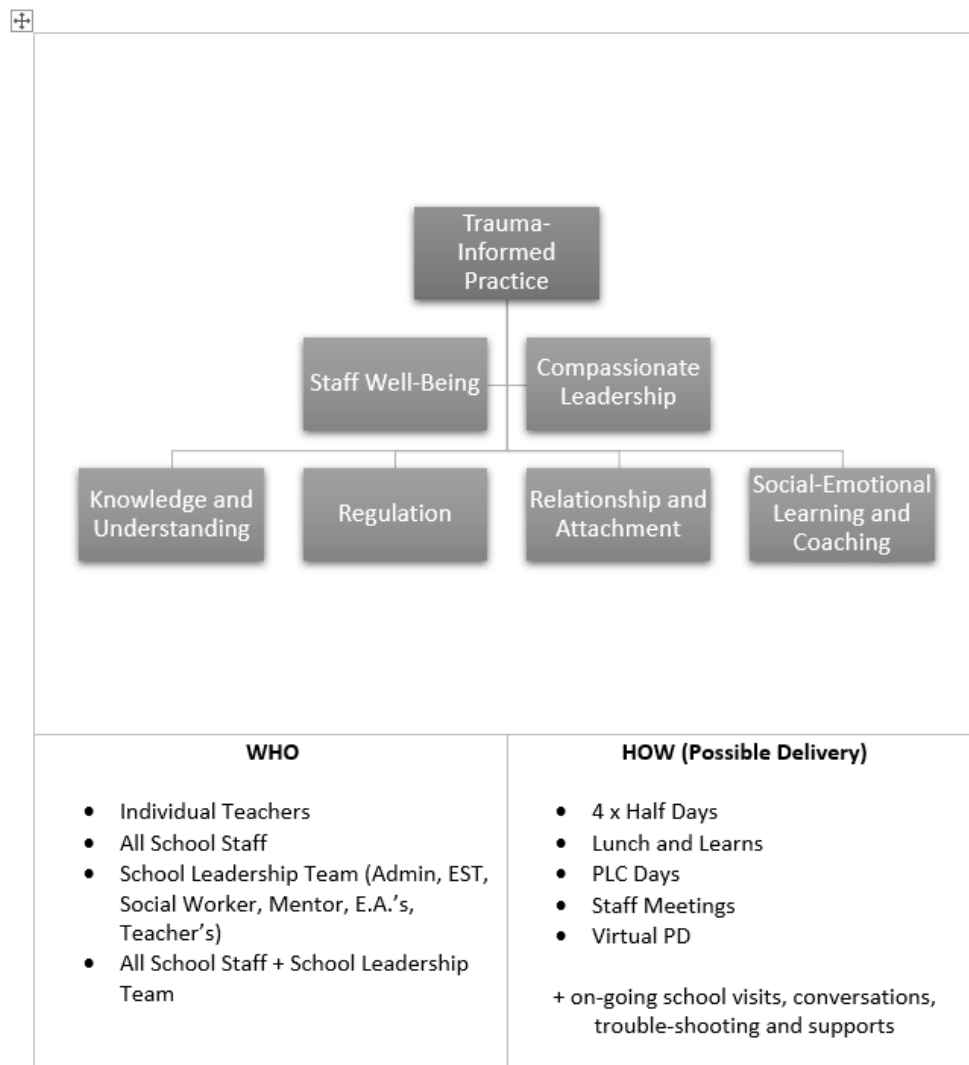


**APPENDIX A****TRAUMA INFORMED SCHOOLS: IMPLEMENTATION PLAN**

<b>SEPTEMBER/OCTOBER/NOVEMBER</b>	
<b>Trauma and Trauma-Informed/Attachment-Based Practice</b>	
<b>Staff Will Learn About (2-3 hours):</b>	<b>Staff Will Work Towards (On-Going):</b>
<ul style="list-style-type: none"> <li>• Trauma and ACE's (Adverse Childhood Experiences)</li> <li>• The Impact of Trauma on the Brain and Development</li> <li>• The Impact of Trauma on Attachment</li> <li>• Protective Factors and Resilience</li> <li>• Intro to Growth Mindset</li> <li>• Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing a student/students to focus on</li> <li>• Identifying the attachment style (if possible) and proving them wrong!</li> <li>• Getting to know the student(s) – likes, dislikes, strengths, triggers</li> <li>• Self-awareness of their own regulation state – identifying triggers</li> <li>• Helping the student regulate – finding strategies that work for that student(s)</li> </ul>
<b>NOVEMBER/DECEMBER/JANUARY</b>	
<b>The Importance of a Healthy Staff</b>	
<b>Staff Will Learn About (2-3 hours):</b>	<b>Staff Will Work Towards (On-Going):</b>
<ul style="list-style-type: none"> <li>• More on Growth Mindset</li> <li>• Self-Awareness</li> <li>• Self-Care Habits <ul style="list-style-type: none"> <li>○ The Regulars (Diet, Exercise, Sleep)</li> <li>○ Benefits</li> </ul> </li> <li>• Boundaries</li> <li>• Distorted Thinking Patterns</li> <li>• Progress, Not Perfection</li> <li>• Healthy Debriefing</li> </ul>	<ul style="list-style-type: none"> <li>• Ways they can challenge themselves and each other to encourage a growth mindset (changing their self-talk and responses to others)</li> <li>• Setting some personal goals for self-care</li> <li>• Making a plan to formally debrief and support progress</li> </ul>
<b>FEBRUARY/MARCH</b>	
<b>Intentional Attachment Building</b>	
<b>Staff Will Learn About (2-3 hours):</b>	<b>Staff Will Work Towards (On-Going):</b>
<ul style="list-style-type: none"> <li>• Effective Strategies to Build Attachment</li> <li>• Playfulness, Playing and Therapeutic Play</li> <li>• Consistency</li> <li>• Behaviour as Language</li> <li>• Being Empathetic and Holding Kids Accountable (Hard Lines)</li> <li>• Trauma-Informed Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to work on attachment building with their student(s)</li> <li>• Picking a couple of specific strategies to try – put in the time</li> <li>• Identifying behaviours and what those behaviours are communicating</li> <li>• Deciding on a couple of 'hard line' behaviours (only 1-3 at a time)</li> <li>• Creating a plan to help with consistency – how will you respond to the 'hard line' behaviours and communicate this to the student(s)</li> <li>• Practicing trauma-informed communication whenever possible</li> </ul>

APRIL/MAY	
Social Emotional Coaching	
Staff Will Learn About (2-3 hours):	Staff Will Work Towards (On-Going):
<ul style="list-style-type: none"> <li>• Teaching/Coaching Social Emotional Skills</li> <li>• Specific Emotional Language – labelling for and getting students to label</li> <li>• Coaching Student(s) on Triggers</li> <li>• Modelling Empathy</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to practice trauma-informed communication</li> <li>• Labelling emotions appropriately and coaching on appropriate behaviour/responses</li> <li>• Practicing using different behaviours to communicate (re-do's and practice)</li> </ul>

### Coaching and Professional Development Overview



In 2020-21 Twenty-eight workshops or information sessions were offered to staff, students and parents by the Mental Health Consultant engaging approximately a total of 400 participants.