



## **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 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. **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 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 316](#) – Communicating with Parents/Guardians
- [AP 325](#) – Administering Medication and Medical Treatment of Students
- [AP 345](#) – Admission of Resident Students

### **Acronyms**

<b>Acronym</b>	<b>Description</b>
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
ELIS	Early Learning Intensive Supports
ELL	English Language Learner
ESSP	Education Sector Strategic Plan
FTE	Full Time Equivalent
GSD	Gender and Sexual Diversity
IEC	Inclusive Education Coach (formerly Educational Support Teacher)
IIP	Inclusion and Intervention Plan
IS	Intensive Supports
SHA	Saskatchewan Health Authority
SLC	Specialized Learning Centre
SRPSD	Saskatchewan Rivers Public School Division
VTRA	Violence Threat Risk Assessment

### **Introduction**

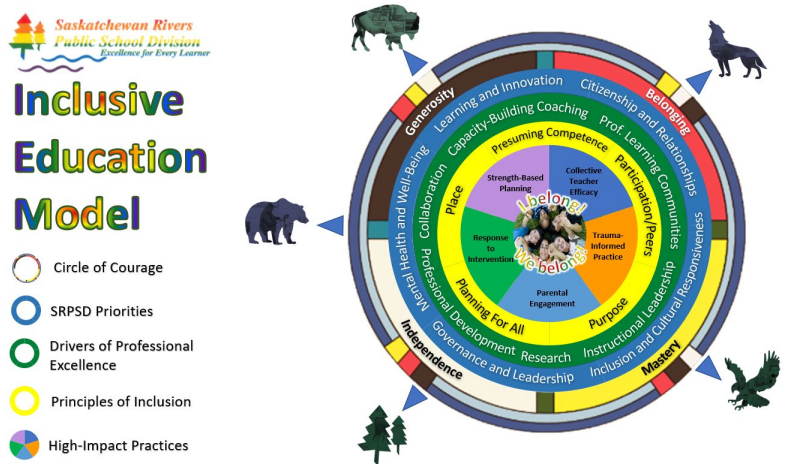
Saskatchewan Rivers Public School Division prides itself in being a leader in inclusive education focused on *Excellence for Every Learner*. This accountability report will provide of summary of several initiatives and programs that support high-quality and purposeful educational programming for each 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.



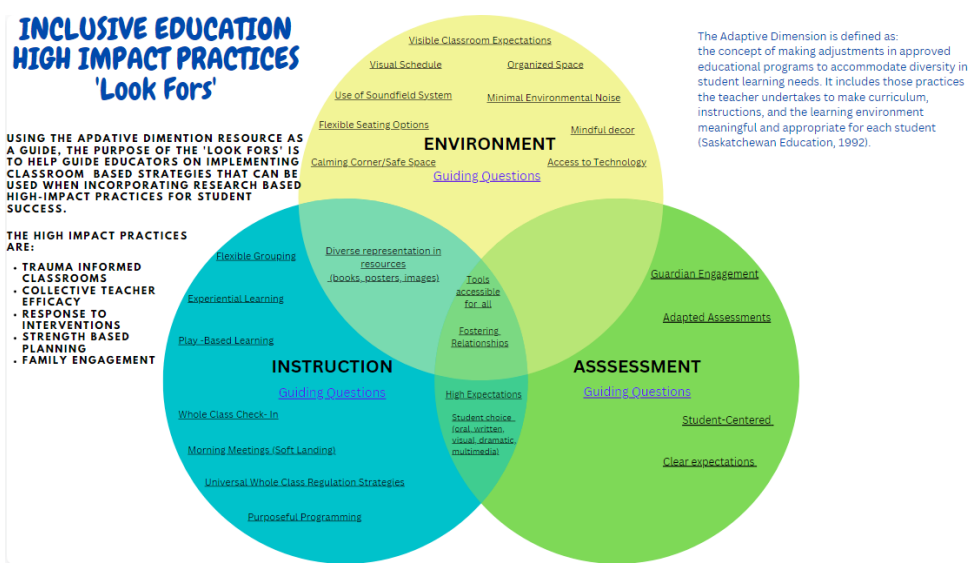
# Inclusion and Cultural Responsiveness

## 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. During the 2022-23 school year, a new Inclusive Education Learning Model was developed. 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 access to 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 2022-23 school year also saw the development of the SRPSD Inclusive Education “Look-Fors”. The “Look-Fors” is a reference tool created by our Inclusive Learning Team of coaches and consultants to support teachers in the integration of classroom-based strategies that are research-based, high-impact practices that support student learning in today’s diversified classrooms.



Click on the image to be directed to SRPSD Inclusive Education “Look-Fors”

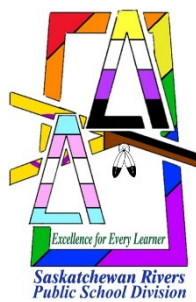
## Gender and Sexual Diversity (GSD)

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. Each school has a staff member who leads the work of their GSD Alliance.

A highlight of the 2022-23 school year was the formation of the Gender Sexual Diversity Leadership Team that was initially brought together to support the actualization of the board’s motion to solicit student participation in the creation of an adaptation of the SRPSD logo that demonstrates SRPSD’s commitment to inclusion. The GSD Leadership Team led the planning of an Artistic Retreat held in April 2023. The Artistic Retreat gathered over 80 grade 8-12 students from multiple schools to collectively engage in the production of over 60 student creations of original adaptations of the SRPSD logo to highlight GSD inclusion. Of these 60+ submissions, three were brought to the Board of Education for consideration as an approved adaptation of the SRPSD logo. During the May 15, 2023 Board meeting, the Board approved all three submissions as adaptations of the SRPSD logo.

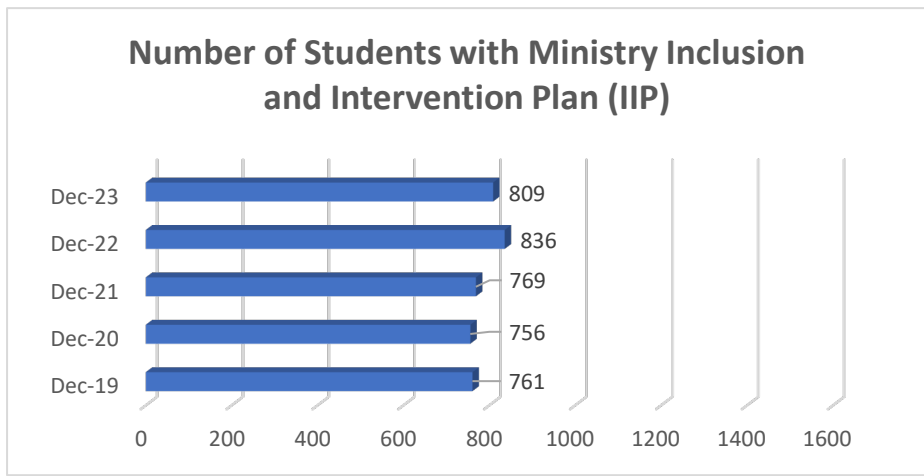
SRPSD also saw an increase in the number of initiatives both at the school and division levels that celebrated diversity in our school communities. Pride events were held in many schools, including the first Queer Prom Dance hosted by Carlton Comprehensive Public High School and open to all SRPSD high school students. Many SRPSD staff, students and community allies also actively participated in our first presence in the Prince Albert Pride Parade on June 3, 2023.

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



### Students Requiring Intensive Supports

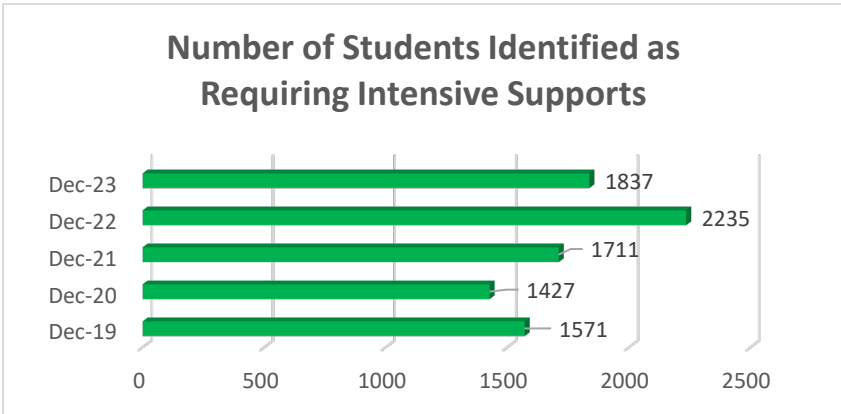
The Ministry of Education requires school divisions to annually report the number of students requiring intensive supports. The number reported is in direct correlation to the number of students with a registered Inclusion and Intervention Plan (IIP). The chart below indicates the number of students 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 can effectively manage and include in our report. However, SRPSD’s commitment to excellence for every learner is evident when one considers the supports that are being provided in response to identified student needs by school teams.

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 Inclusive Education Coaches have been tracking 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, Inclusive Education Coaches, 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

In 2022-23, SRPSD moved forward with the implementation of [CLEVR](#) as a centralized form management tool that also supports workflow and collaboration of multiple stakeholders supporting student needs. CLEVR has become the student information hub to communicate student needs, track interventions, monitor student progress and so much more. CLEVR houses our IIPs, and other documentation that supports collaboration such as:

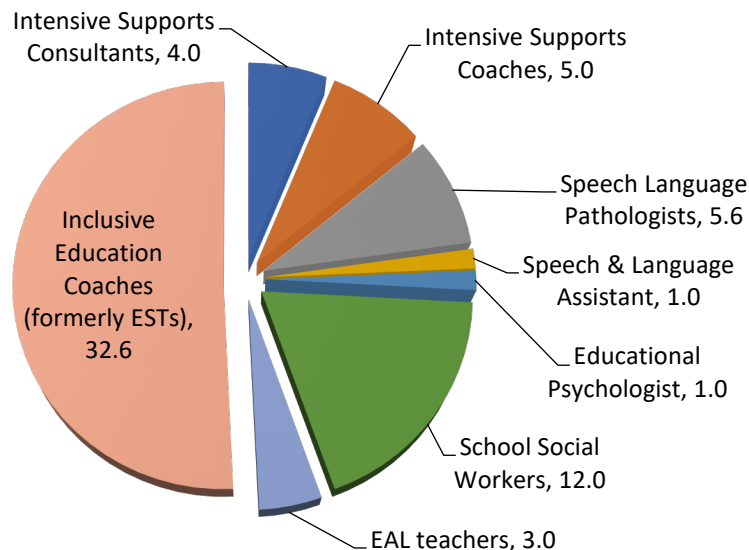
- Record of Adaptations
- Assessment of Risk to Others
- Student Supports Log entries
- School Social Worker Contact Log entries
- Assistive Technology and Equipment Request forms
- Referral forms
- Student Safety Plans
- Consent to Share Confidential Information forms

CLEVR has proven to be very effective in improving efficiencies in managing access and delivery of services involving multiple stakeholders and is also valuable in supporting a student's transition from one SRPSD school to another.

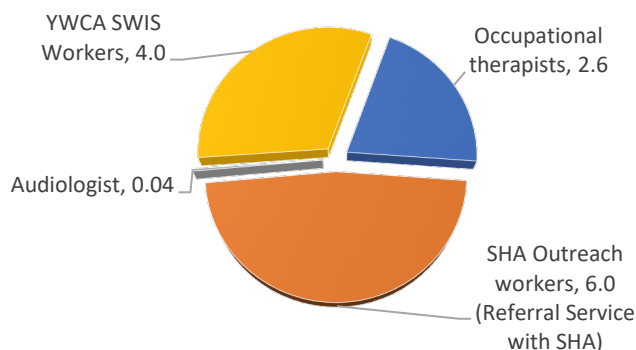
The CLEVR team continues to work with SRPSD leadership to onboard additional forms and tools to maximize efficiencies in our collaborative service delivery model. Another element in development is the ability to use CLEVR to track and report on goal achievement in our Inclusion and Intervention Plans to replace the now defunct SRSPD IIP database.

## Professional Services to Support Equity, Diversity, and Inclusion

### SRPSD Intensive Supports Professional Staffing (2022-23 FTE)



### Contracted Service Providers/Partnerships (2022-23 FTE)



In 2022-23, Learning Disabilities Association of Saskatchewan was contracted to provide an additional 35 psycho-educational assessments.

### 2023-24 SRPSD Intensive Supports Staffing Update

- 2.0 vacancies in Occupational Therapy contractors due to maternity leave and non-renewal of a contract.
- Addition of 3.0 language assistants to support capacity-building of social referencing and regulation strategies in schools. (re-allocation of unused funds for OT contracted services)
- Re-instatement of third mental health coach with the increased funding for complex student needs.
- 0.6 FTE SLP vacancy due to maternity leave (Sept. 2023 to March 2024)
- Transition of temporary speech and language assistant position to a permanent position.
- Retirement of our sole educational psychologist.
- Contracted services agreement with Learning Disabilities of Saskatchewan for 140 psycho-educational assessments.





# 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 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.

**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

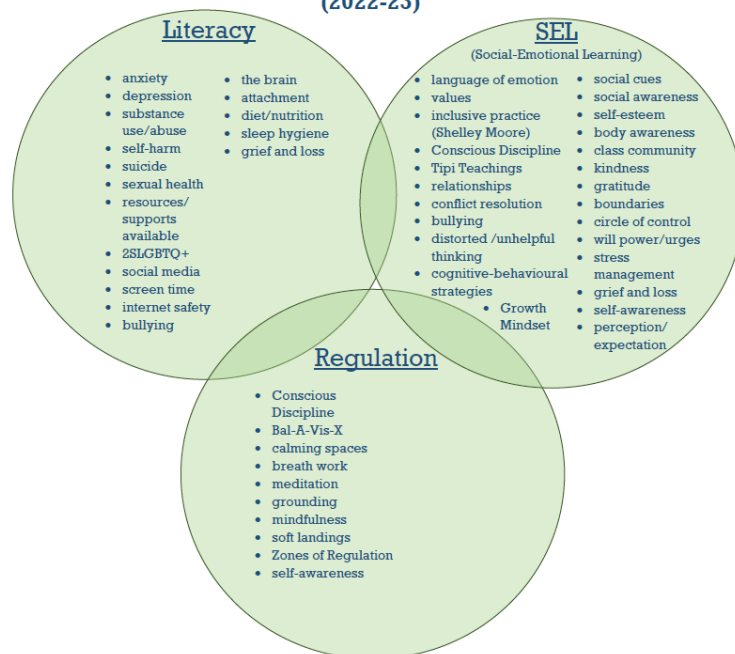
**How?**

- 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)



The 2022-23 school year also saw the expansion of the Saskatchewan Health Authority's Mental Health Capacity Building Pilot Project with its implementation at Prince Albert Collegiate Institute (PACI). Funding from the SHA allows for the addition of a 0.5 FTE Mental Health Coordinator and a 1.0 FTE 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](#) and SRPSD's mental health framework. A formal agreement is in place confirming funding for the pilot project until June 30, 2025.

Suicide intervention is another key component of SRPSD's mental health supports. In 2022-23 a consultant and social worker completed training for trainers to become certified [SafeTALK](#) trainers. SafeTALK is a four-hour training module for individuals 15 years of age or older. SafeTALK training sessions were facilitated by our trainers with students in multiple high schools throughout the year and will be available in an ongoing basis. In addition to SafeTALK training for students, we continue to offer [Applied Suicide Intervention Skills Training \(ASIST\)](#) for SRPSD personnel. 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. In 2022-23, SRPSD received an additional \$9,000.00 with the targeted funding for mental health.

SRPSD stands out as one of the few school divisions in Saskatchewan to have an Administrative Procedure<sup>1</sup> 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.

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	2020-21 Student Contacts	2021-22 Student Contacts	2022-23 Student Contacts
Family Treatment Centre	0 <sup>2</sup>	15 <sup>3</sup>	64
Mental Health Services	74 <sup>4</sup>	177	57 <sup>5</sup>

\*The data in the chart above is a cumulative tally of monthly student contacts and is not indicative of the actual number of individual students receiving educational services in the hospital program.

Ministry funding for the hospital program is now confirmed until March 31<sup>st</sup>, 2025.

## 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, psychologists, and social workers. In 2022-23, the Traumatic Response Team responded to three traumatic events to support students and staff, and also supported the return to school plan for Bernard Constant School at James Smith Cree Nation following the traumatic events of September 2022.

<sup>1</sup> [AP 152 – Therapy Animals in Schools](#)

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

<sup>3</sup> SHA statistics only available for Sept. 2021 to Mar. 2022 when FTC was operating at 50% capacity

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

<sup>5</sup> Limited capacity at Youth Mental Health Services due to vacant psychiatrist positions.

## Violence Threat Risk Assessment (VTRA)

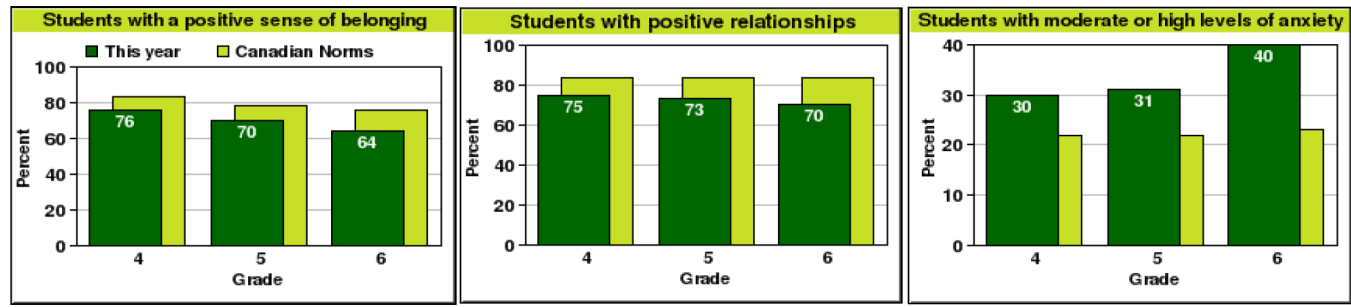
Prince Albert Community VTRA Protocol partners continue to collaborate to update our VTRA Community Protocol and provide VTRA training to personnel from partner agencies. Inter-agency collaboration continues to be a valuable support when schools need to enact a VTRA. The Prince Albert VTRA Community Protocol leadership team continued 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.

Recent changes at the North American Centre for Threat Assessment and Trauma Response saw it transition to a new name: the Centre for Trauma-Informed Practices and develop the sixth edition of the VTRA model which now uses the label Assessment of Risk to Others (ARTO) for the community-driven process engaging stakeholders in a risk assessment.

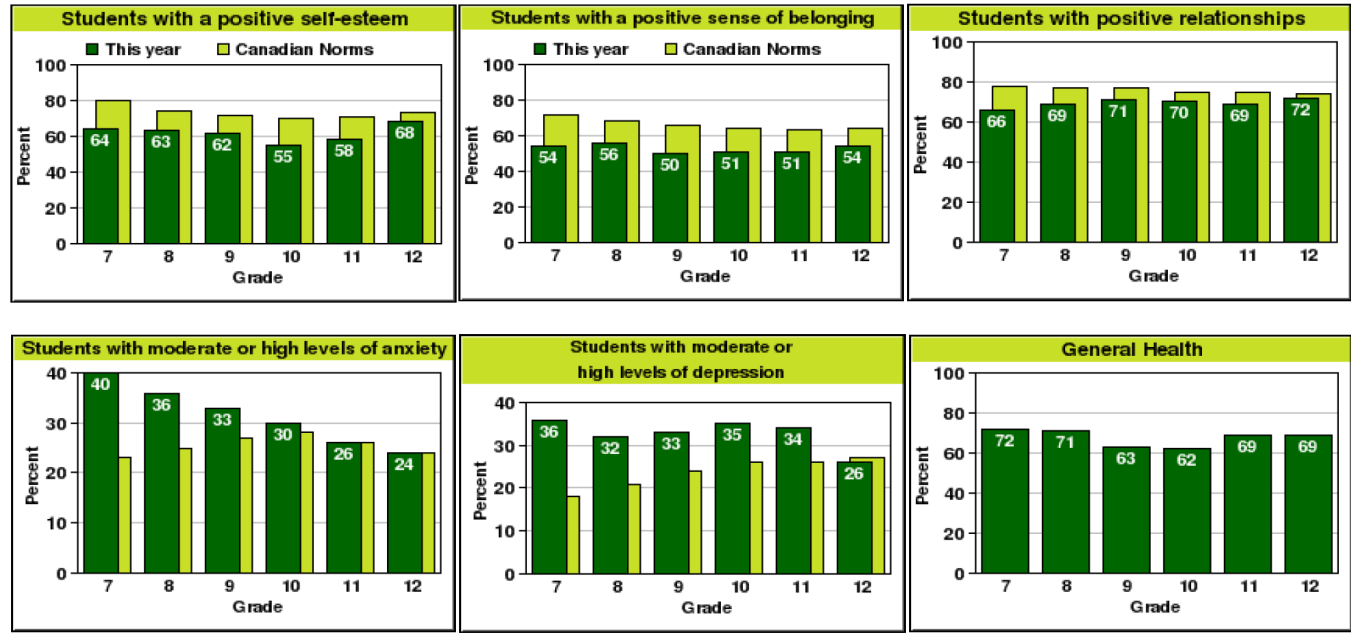
## Student Mental Health Metrics

The following graphs illustrate feedback provided by students to questions associated with mental health and wellbeing in the 2022 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	2021-22			2022-23			2023-24			Capacity 2022-23
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	
English as an Additional Language	10	1.0	1.0	17	1.0	1.0	27	1.5	0	20
Developmental Education	17	2.0	9.0	21	2.0	9.0	21	2.0	11.0	22
Life Skills (PK-8)	17	1.0	3.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Totals (PreK – Grade 8)</b>	<b>44</b>	<b>4.0</b>	<b>13.0</b>	<b>38</b>	<b>3.0</b>	<b>10.0</b>	<b>48</b>	<b>3.5</b>	<b>9.0</b>	

#### Grades 9 to 12

Educational Program	2021-22			2022-23			2023-24		
	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE	Enrolment	Teacher FTE	EA FTE
Carlton Public High School Functional Integrated Program	43	3.0	12.0	49	3.0	16.0	53	3.0	16.0
Wesmor Public High School Functional Integrated Program	50	2.0	4.0	41	2.0	4.0	46	2.0	4.0
<b>Totals (Grades 9-12)</b>	<b>98</b>	<b>5.0</b>	<b>16.0</b>	<b>90</b>	<b>5.0</b>	<b>20.0</b>	<b>99</b>	<b>5.0</b>	<b>20.0</b>

Alternative Education Program courses are available to students in grades 10 to 12 to accommodate student needs that are not met by provincially developed courses. Alternative Education courses give teachers the flexibility to tailor a course to meet their students' needs and allow them to earn credits towards graduation.

In 2022-23, there were a total of 92 student registrations in 16 different alternative education courses offered in four SRPSD schools.

## 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 in for initial CFR assessments for newcomers to Canada. During the 2022-23 school year, 74 ELLs were initially assessed by SRPSD whereas 41 ELLs were assessed in 2021-22 and 16 were assessed in 2020-21. For the 74 assessments completed in 2022-23, SRPSD received \$6,496.46.

The chart below shows the annual number of ELLs in SRPSD schools from September 2021 to September 2023.

	Number of ELLs Sept. 30/21	Number of ELLs Sept. 30/22		Number of ELLs Sept. 30/23	
<b>Total ELLs</b>	<b>262</b>	<b>343</b>	<b>+30.9%</b>	<b>367</b>	<b>+7.0%</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 all students, 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 by 1.5 teachers 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.

### 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 can 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. Administration will ensure that Equity, Diversity, and Inclusion will be the core of the SRPSD Inclusive Education Framework.
2. 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.
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). 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.
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 (mental health grant, Jordan's Principle and ELIS funding).
7. SRPSD continues to monitor EAL enrolments in each school to determine the most appropriate allocation of resources across the division.
8. SRPSD continues to value its partnerships with multiple community agencies who provide important complimentary supports to services offered by SRPSD personnel.

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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 equity, diversity, and inclusion;
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.