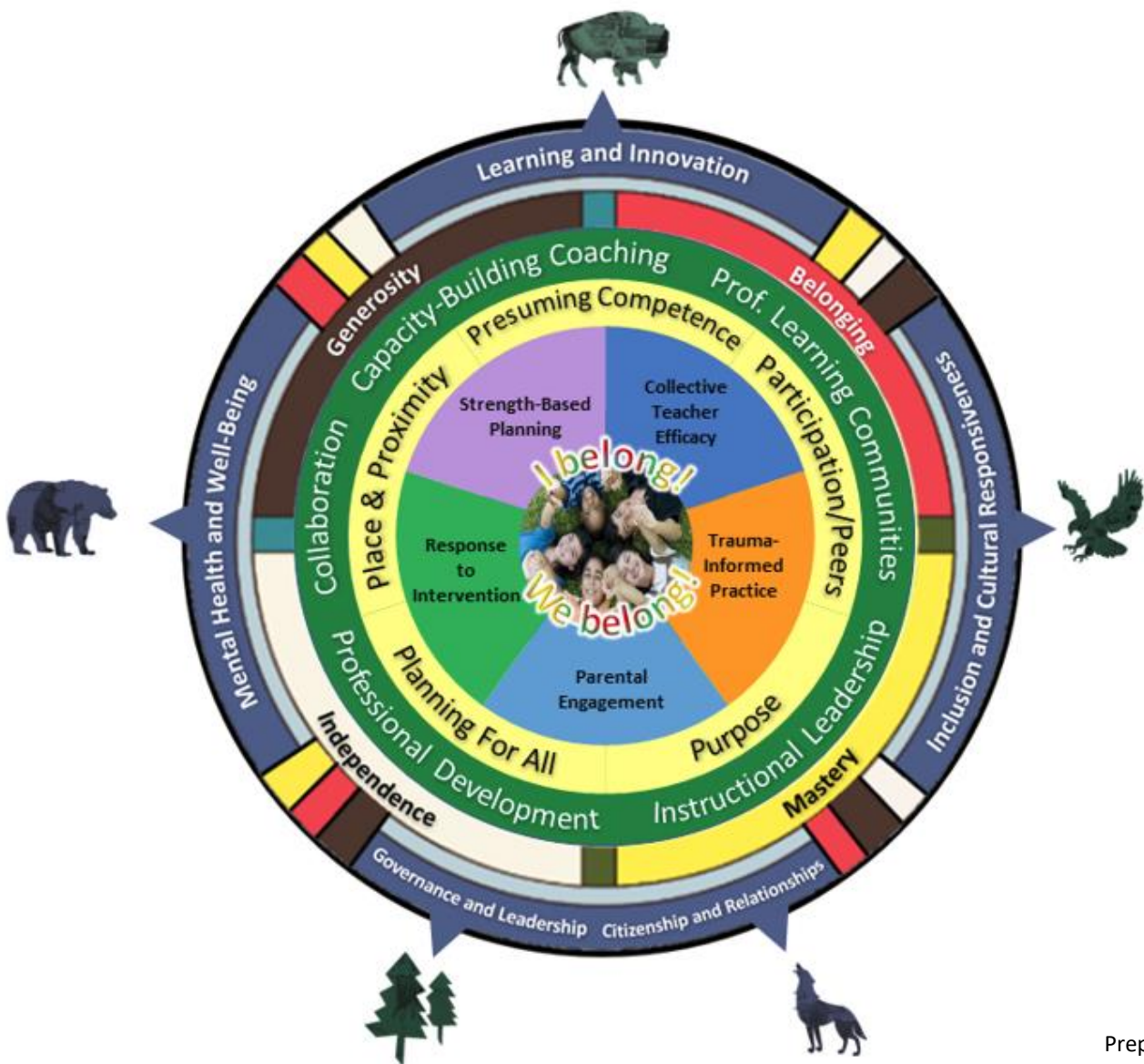


Accountability Report: Equity, Diversity, and Inclusion



Prepared by:
 Tom Michaud
 Superintendent of Schools
 December 2024

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

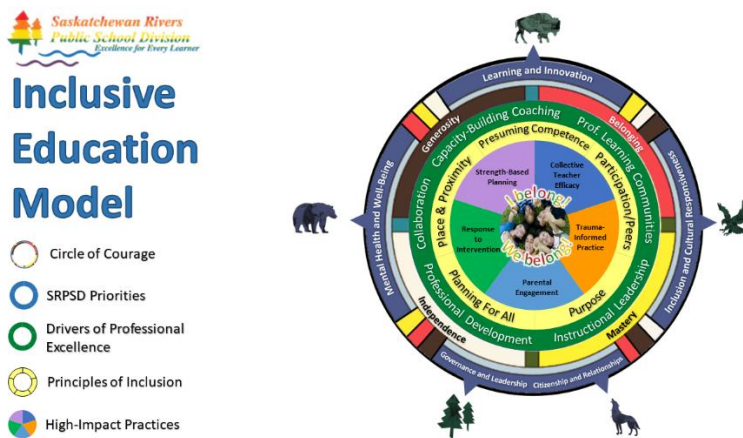
Saskatchewan Rivers Public School Division prides itself in being a leader in inclusive education focused on *Excellence for Every Learner*. This accountability report will provide of summary of several initiatives and programs that support high-quality and purposeful educational programming for each 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 2023-24 school year also saw the enhancement 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 universal, classroom-based strategies that are research-based, high-impact practices that support all students’ learning in today’s diversified classrooms.

Inclusive Education



Purposeful and Responsive Classrooms

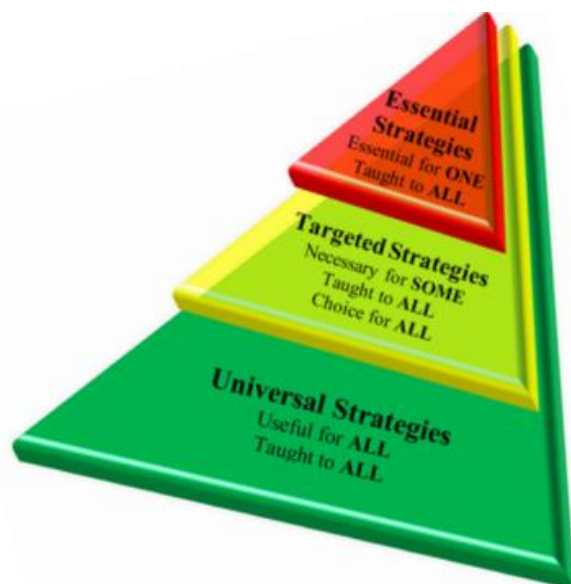
- Guiding Principles:**
- Capacity building through collaboration with school-based teams to support strengths-based, responsive and proactive planning for all students.
 - All students will be supported through high impact learning environments focused on universal design, targeted and individualized 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)

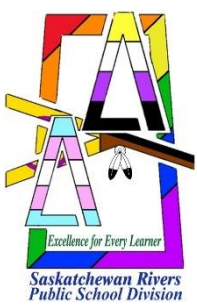
SRPSD is committed to ensuring schools are safe and inclusive environments for all students and staff regardless of their sexual orientation or gender identity. Our Inclusive Learning Team works with each school to support their Gender and Sexual Diversity (GSD) Alliances. As per Ministry policy, each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

SRPSD continues to celebrate diversity at both the division level and in our school communities. Pride activities and events were held throughout the school year in many schools. Many SRPSD staff, students and community allies also actively participated in our second annual participation in the Prince Albert Pride Parade on June 1, 2024.

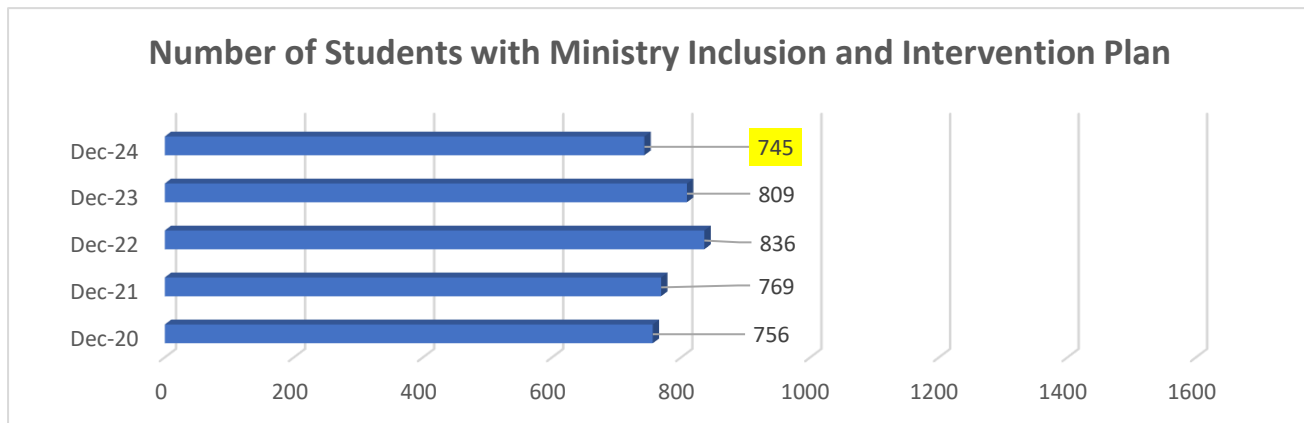
The GSD Leadership team continues to work collaboratively with Division leadership and school GSD Alliances to guide and support our school communities to ensure that our schools are places where each student can learn and grow in a community that fosters an authentic sense of belonging.

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.

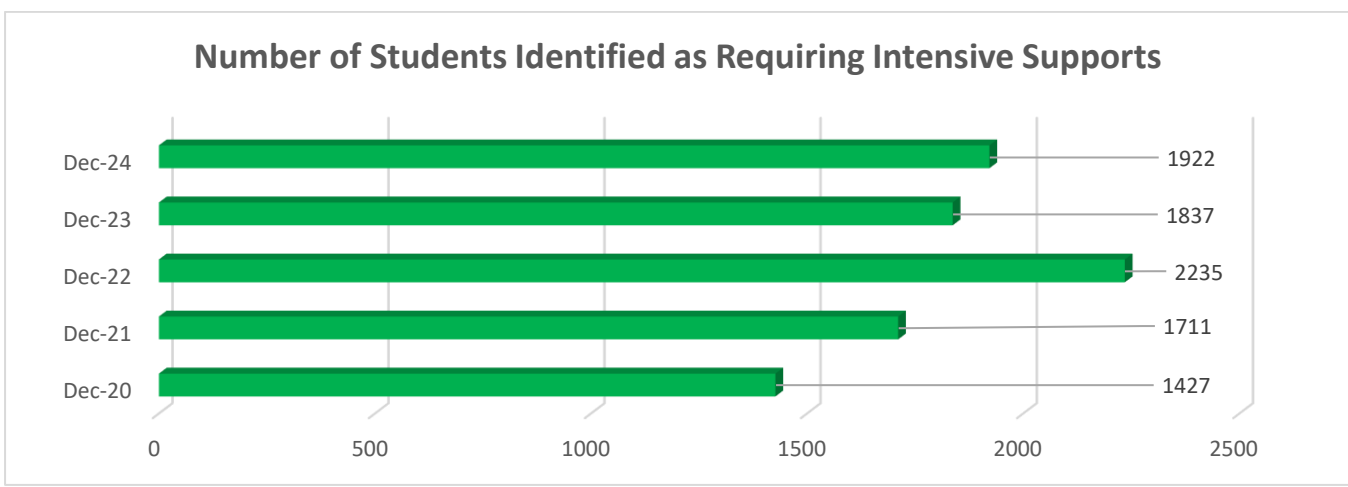


Note: December 2024 number is preliminary as the Ministry report is finalized later in December.

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 therefore 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 regardless of the Intensive Supports report to the Ministry.

To more accurately reflect the number of students that have recognized needs and are receiving additional supports in response to those needs, classroom teachers and Inclusive Education Coaches have been tracking data on students receiving additional supports. These students may have a formal IIP or other types of individualized educational plans encompassed in our Inclusive Education Model.

The following chart indicates the total number of students with recognized needs, including those with a registered IIP and those with individualized educational plans.



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

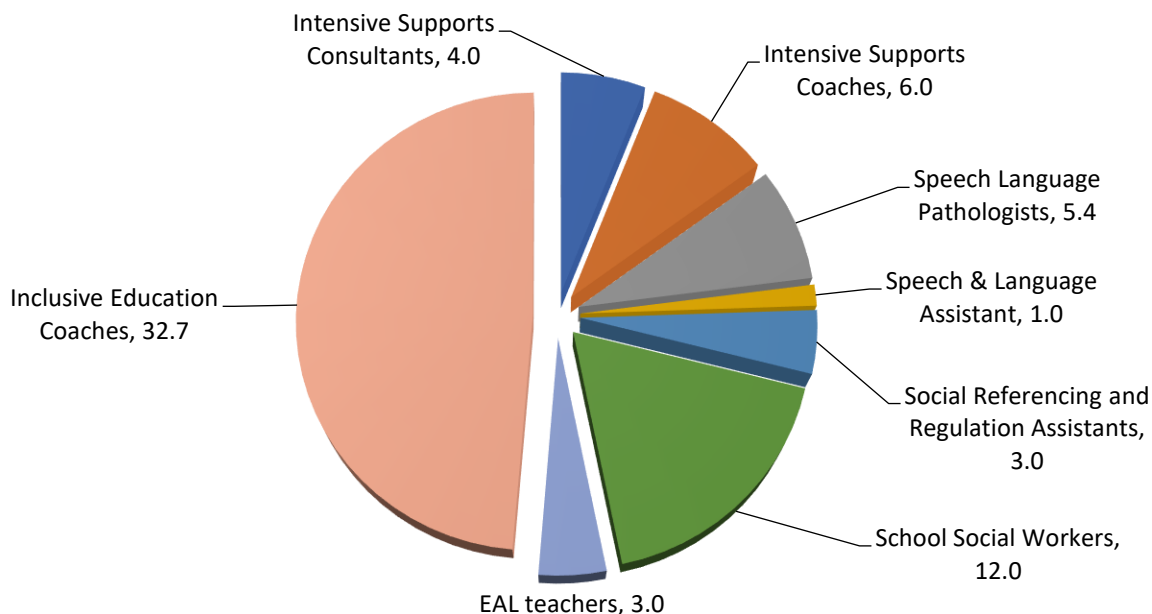
SRPSD continues to use [CLEVR](#) as a centralized form management tool that also supports workflow, collaboration and communications of multiple stakeholders supporting student needs. CLEVR has become the student information hub to communicate student needs, track interventions and monitor student progress.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

- ARTO Screen*
 - ARTO Stage 1*/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 2023-24*

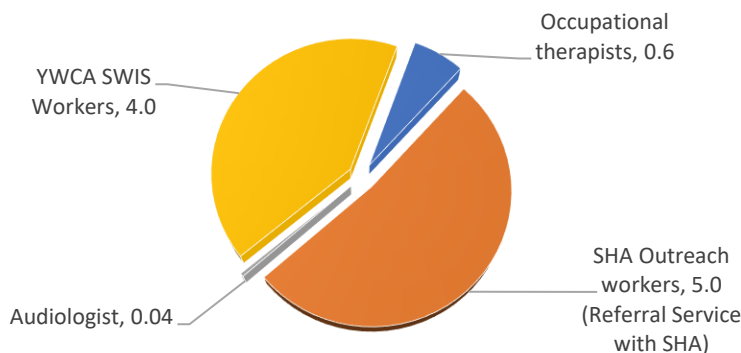
Since its activation in 2022-23, more than 20,000 records are now housed in CLEVR.

Professional Services to Support Equity, Diversity, and Inclusion

SRPSD Intensive Supports Professional Staffing (2023-24 FTE)



Contracted Service Providers/Partnerships (2023-24)



In 2023-24, Learning Disabilities Association of Saskatchewan was contracted to provide 140 psycho-educational assessments as SRPSD no longer has registered psychologists following the retirement of our only employed psychologist.

2024-25 SRPSD Intensive Supports Staffing Update

- Additional 1.0 EAL elementary teacher will replace current EA supports in January 2025
- 1.0 vacancy in Occupational Therapy due to non-renewal of a contracted services agreement.
- Retention of 2.0 language assistants to support social referencing and regulation strategies in schools. (temporary re-allocation of unused funds for OT contracted services in 2024-25)
- Transition of vacant Mental Health and Wellbeing Consultant position to a French Immersion and Literacy Instructional Coach position.

Student Engagement Centre (SEC) – Queen Mary Public School Pilot Project

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 aims to help staff in schools manage and de-escalate behavioural incidents. The pilot provides 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, was born the Student Engagement Centre at Queen Mary Public School.

The Student Engagement Centre is a model where students flow in and out of a learning space that is designed to meet their needs. It supports students from K-8. 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 focused instruction on their individual area of need. We also incorporate land-based learning and Indigenous Perspectives with the support of an allocated 0.5 FTE Land-Based Learning Coach. Much of what we aim to do are strategies that support our school community as an entity. Our goal is to equip our students with the ability to self-regulate with the guidance of our staff and the implementation of universal strategies in homerooms resulting in increased success and satisfaction for all at school.

The additional funding allowed SRPSD to staff the Student Engagement Centre with one full-time Inclusive Education Coach, a half-time Land-based Learning Coach, and two full-time Educational Assistants. The Student Engagement Centre launched its programming in February 2024. By June 2024, 44 individual students had accessed supports from the Student Engagement Centre with varying levels of frequency ranging from 1 period per day to 2-3 periods per week. The SEC also offered group interventions for small groups of students who would benefit from common strategies.

The following statements, gathered from staff in June 2024, are indicative of the impacts of the Student Engagement Centre.

“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.”

Funding for the Student Engagement Centre is confirmed until June 2025. However, in the November 2024 Throne Speech, the Government expressed its plan to expand the pilot project to 200 classrooms.



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.

In 2023-24, the SRPSD Mental Health Capacity Building team developed and implemented the Safe and Connected Culture and Safe and Connected Classroom models to further define our Mental Health and Wellbeing Framework.

Mental Health

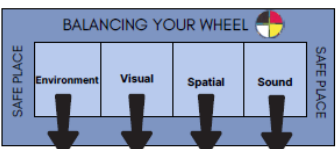
Safe & Connected Culture

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



Pride

- Ease of Access
- Staff Details
- Connecting & Collecting
- Comprehension of Processes

Walls

- Lighting
- Organization
- Schedule

Flex

- Regulation Resources

Sound System

- Environmental Noise

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 curr & 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

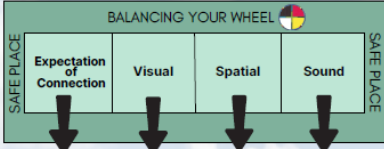
Safe & Connected Classroom

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



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



MHCBC



Saskatchewan Rivers Public School Division
Excellence for Every Learner



MHCBC

Click on images above to access full-page visuals

These models are valuable references that identify research-based best practices for teachers and support staff so that they can foster school communities and provide learning environments that are supportive of everyone's mental health and wellbeing.

The 2023-24 school year also saw the continuation of the SHA MHCB Pilot Project at PACI. Additional funding from the SHA allows for a half-time coordinator and full-time promoter to work with the PACI staff, students and community stakeholders in order to provide programming and capacity-building supports at PACI. The three-year funding agreement with SHA comes to term in June 2025.

In the June 2024 Staff Perceptual Survey, administered by the SHA, 87.6% of respondents agreed (18.8%) or strongly agreed (68.8%) 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 really like the ideas and support that comes with [the] MHCB team. I would like this to be in all schools.”

“Every school needs support in improving the social and emotional wellbeing of our students. If we believe that school provides more than teaching curriculum and actually teaches children to be adults, we need to support this capacity building model to improve the landscape of education forever.”

Several popular initiatives in particular were highlighted, including Fidget Fridays, the Mental Health Amazing Race, family cooking night, ribbon skirt making, and Coffee Club (which was the most frequently mentioned activity). Three participants made note of the “Reset Room,” or “Reset Stations,” indicating that these “seem to be great tools for students to regulate what they’re feeling.”

Some respondents noted the effort that MHCB staff made in facilitating connections between the school and the broader community, such as bringing in guest speakers and connecting to resources and supports within the community. MHCB staff also supported school staff directly via professional development sessions, helping staff to organize activities for their classes, and acting as sounding boards

Communications with the SHA 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 is planning the transition of the SHA MHCB in Schools project from PACI to another school in 2025-26.

Suicide intervention is another key component of SRPSD's mental health supports. Two SRPSD consultants are certified SafeTALK trainers who provide annual training sessions. [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 are available on 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 2023-24, SRPSD received an additional \$10,000.00 with the targeted funding for mental health.

SRPSD stands out as one of the few school divisions in Saskatchewan to have an Administrative 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.

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
Family Treatment Centre	15 ²	64	N/A ³
Mental Health Services	177	57 ⁴	N/A ⁵

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

Ministry funding for the hospital program is confirmed until March 31st, 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, and social workers. In 2023-24, the Traumatic Response Team responded to two traumatic events to support students and staff.

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 two other trainers from partner agencies so that Level 1 training opportunities can continue to be offered on a regular basis to personnel from all partner agencies. In 2023-24, 20 SRPSD staff completed Level 1 training, 11 completed Level 2 training and a number of individuals also completed virtual VTRA – Indigenous Perspectives Training.

During the 2023-24 school year, school safety teams comprised of administrators and social workers coordinated 19 Assessments of Risk To Others with SRPSD and community partner leads.

¹ [AP 152 – Therapy Animals in Schools](#)

² SHA statistics only available for Sept. 2021 to Mar. 2022 when FTC was operating at 50% capacity

³ The SHA was unable to provide data at the time of finalization of this report.

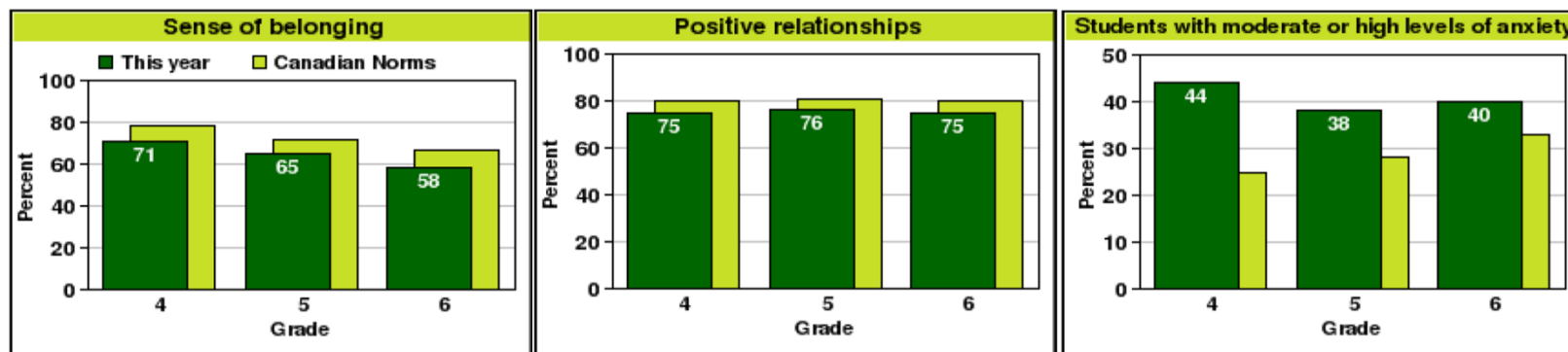
⁴ Limited capacity at Youth Mental Health Services due to vacant psychiatrist positions.

⁵ The SHA was unable to provide data at the time of finalization of this report.

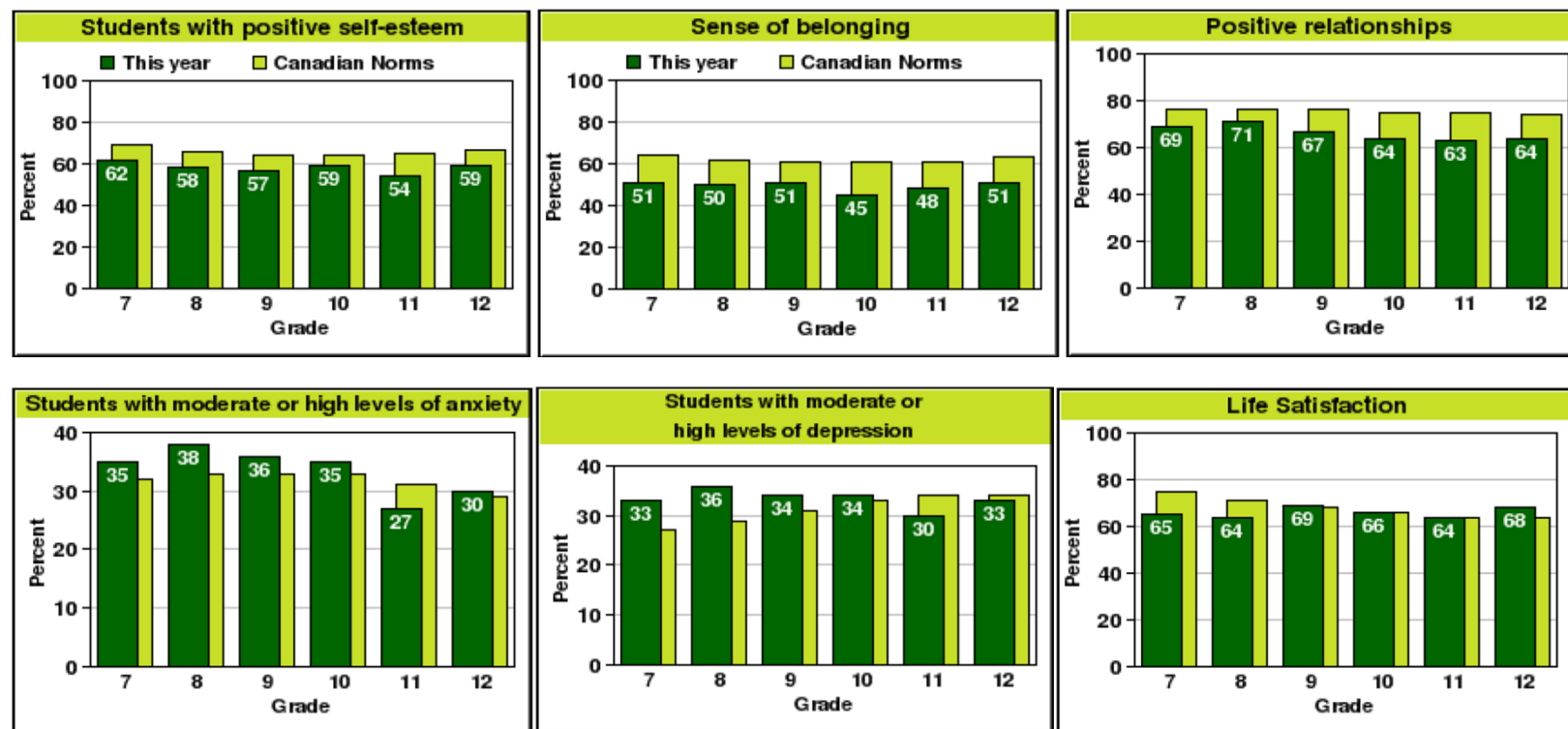
Student Mental Health Metrics

The following graphs illustrate feedback provided by students to questions associated with mental health and wellbeing in the 2023-24 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

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 and Basic 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 2023-24, there were a total of 112 student registrations in 30 different alternative education courses offered in seven 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 2023-24 school year, 57 ELLs were initially assessed by SRPSD whereas in the 2022-23 school year, 74 ELLs were assessed, and 41 ELLs were assessed in 2021-22. At the time of finalization of this report, there were no communications from the Ministry of Education confirming the funding allocated to SRPSD for the 57 initial assessments completed in 2023-24.

The chart below shows the annual number of ELLs in SRPSD schools from September 2022 to September 2024.

	Number of ELLs Sept. 30/22	Number of ELLs Sept. 30/23	Number of ELLs Sept. 30/24
Total ELLs	343	367 +7%	334 +9%

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.

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
- 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 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 (mental health grant, Jordan's Principle 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 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 professional development and 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 actualization of SRPSD's Strategic Plan and the Inclusive Education Learning Model, 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.
 - b. align with the Ministry of Education's needs-based model of inclusive education.