



MEMORANDUM

February 8, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
RESOURCE	Leah Andrews, Division Principal, Student Services
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan Administrative Procedure 210: Inclusive Education Education Act
SUBJECT	STUDENT SERVICES REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees reviews and approves annual educational goals for the Division and adheres to the Board Annual Work Plan. The following report is in response to these responsibilities.

REPORT SUMMARY

The Student Services Report highlights the various ways in which the Student Services Team, in Parkland School Division, supports schools to provide an all-inclusive, safe, supportive, academic learning environment that serves the needs of a diverse population of students from Kindergarten to grade twelve. Student Services coordinates resources and agencies with schools and PSD families to facilitate a variety of programming and support services.

Administration would be pleased to respond to any questions.

MM:kz



STUDENT SERVICES REPORT

February 2022

Presented to the Board of Trustees, February 8, 2022
 Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
 Resources: Leah Andrews, Division Principal, Student Services

Our Students Possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

BACKGROUND

Specific to Student Services, The Education Act outlines the Board responsibilities 33(1) as follows: A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

The vision for Student Learning in Alberta, as per the Ministerial Order on Student Learning, is that “Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world”.

In addition to the Education Act and the Ministerial Order on Student Learning we are guided by the Standards for Special Education (2004) and the 6 principles of Inclusive Education as per Alberta Education:

- Anticipate, value and support diversity and learner differences
- High expectations for all learners
- Understand learners’ strengths and needs
- Remove barriers within learning environments
- Build capacity
- Collaborate for success.

Administrative Procedure 210: Inclusive Education states:

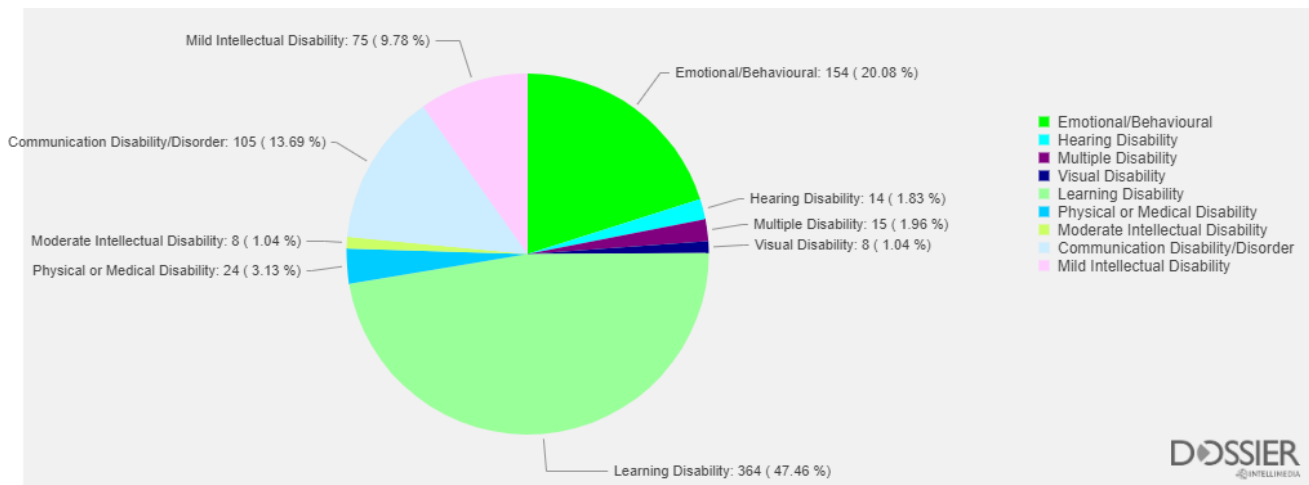
An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. Within an inclusive education system all students experience the most appropriate learning environments and opportunities to best achieve success. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, gender or age.

The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

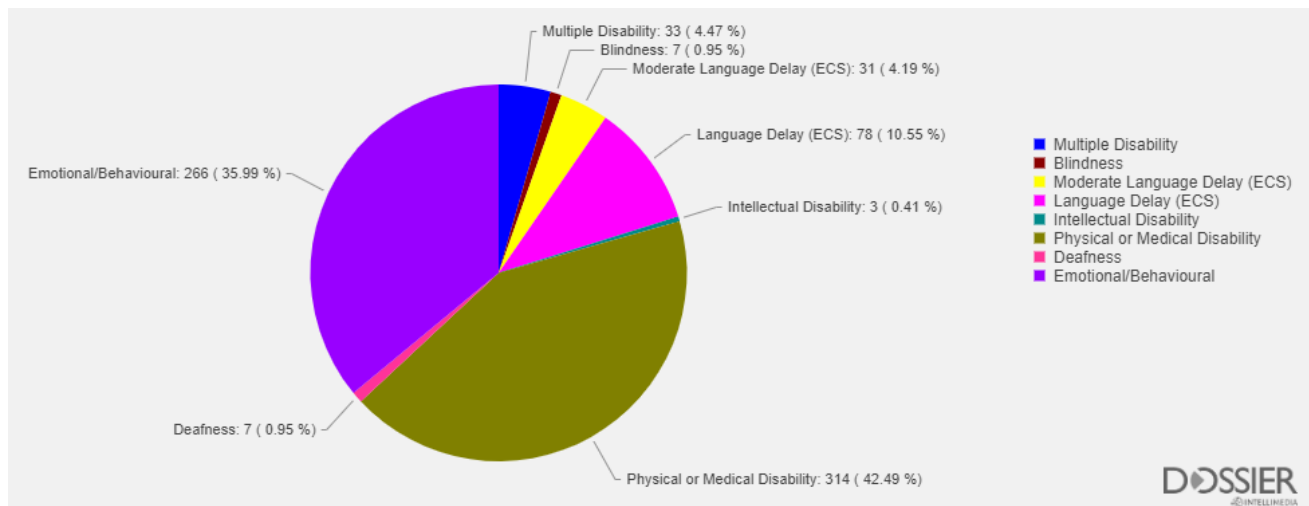
Our Students

Our Division values diversity and the unique contributions that each student brings to the classroom. Capturing diverse learning needs quantitatively is challenging, as diagnoses and learning needs are only one factor in each student’s learning profile. The code summaries listed below indicate the number of students with identified diagnoses and learning needs within the Division to date in the 2021-2022 school year. **These charts must be interpreted with caution as many students have multiple diagnoses/codes, and this data only captures the most severe coding for each student.**

To date, for the 2021-2022 year, **the Division serves 767 students whose primary diagnosis/coding falls within the mild or moderate range.** The pie chart below shows the distribution of diagnosis/codes for these 767 students.



To date, for the 2021-2022 year, **the Division serves 739 students whose primary diagnosis/coding falls within the severe range.** The pie chart below shows the distribution of diagnosis/codes for these 739 students.



In addition to the student learning needs listed previously, our **English Language Learners (ELL)** population is growing.

2020-2021	2021-2022
Identified ELL Students: 148	Identified ELL Students: 168 (to date)

These students:

- require English language instruction and supports to participate fully in the learning experiences provided in Alberta schools
- first learned to speak, read and/or write a language other than English
- may have recently immigrated to Canada or they may have been born in Canada and live in homes in which the primary spoken language is not English.
- come from a range of cultural backgrounds and bring with them a variety of educational, social and personal experiences

Schools support ELL students through the implementation of English as a Second Language (ESL) strategies. Schools contact both Instructional Services and Student Services when additional support is required.

Students Services Staff and Supports

The Student Services Team, in conjunction with schools, provides appropriate support and services to meet the needs of diverse learners in the Parkland School Division within an Inclusive Education Model, as mandated by Alberta Education.

The Student Services team includes:

- Division Principal- Student Services
- 2 FTE Complex Needs Facilitators
- 2 FTE Social-Emotional Supports Facilitators
- 2 FTE Speech-Language Pathologists (SLPs) and 1.6 FTE Speech-Language Assistants (SLAs)
- 1 FTE Occupational Therapist (OT)
- 0.2 FTE Physical therapist (PT)
- External Consultants for low-incidence populations (blind/low-vision; deaf/hard of hearing; Complex Communication Needs)

Supports and Services provided include, but are not limited to:

- Providing and facilitating access to specialized professional services (i.e., assessment and intervention) to ensure students with diverse needs have the guidance, support services and resources they require to be successful in their educational program.
- Building capacity around evidence-based practices for supporting diverse learners in meeting the outcomes of the Programs of Study, specifically in the areas of literacy and numeracy.
- Promoting access, clarity, and visibility to a continuum of supports and services within our schools.
- Assisting in the coordination, implementation and evaluation of Specialized Programs.
- Supporting the implementation of Individual Education Program Plans within the school division (including Individual Program Plans, Behaviour Support Plans, Individual Care Plans, Safety Plans, and Success-in-School plans).

- Ensuring that provincial legislation and jurisdiction policy/ and procedures applicable to Student Services (e.g., Special Education Standards) are implemented.
- Supporting the use of assistive technology by students.
- Supporting best practices for English Language Learners.
- Supporting Health Services, delivered within the school setting.

School-based teams include:

- Administrators
- Inclusive Education Leads (IELs)
- School staff
- Additional consultants and service providers may be contracted by schools as needed.

Programming

As outlined in *AP 210: Inclusive Education*, the Division ensures that community schools are the first choice in placement decisions for students, and that students are at the center of all decisions related to their learning. The majority of our students with identified learning needs are served within their community schools. Through collaboration between school staff, parent(s)/guardian(s), and Student Services staff some students benefit from the services and support available within the following specialized programs:

- **Relating Everyday Academics & Life Skills (REAL) Program:** This program provides an alternative congregated programming option for students with moderate to severe cognitive and developmental delays in Grades 1 to 9, and consists of 4 classrooms at Ecole Broxton Park School. We added a classroom to the REAL program this year to support increased enrollment and student needs.
- **Life, Academic, and Work Skills (LAWS) Program:** This program provides an alternative congregated programming option for students with moderate to severe cognitive and developmental delays in Grades 10-12 and consists of two classrooms at SGCHS and 2 classrooms at MCHS. SGCHS added a classroom this year to support increased enrollment and student needs.
- **Specialized Classrooms (for mental health needs):** This is a transitional program for students with mental health needs who exhibit internalizing and/or externalizing behaviours that significantly impact their ability to achieve personal success in a typical classroom within their community school. The intended outcome of this program is to support students in gaining the skills needed to successfully step back into their community school and classroom. We currently have 4 specialized classrooms, located at Stony Plain Central, Forest Green, and Connections for Learning.
 - We are in the process of refining the specialized classroom guiding documents, including a review of the program name. Last year we had 4 students transition from the specialized classrooms back into typical classrooms. We are currently in the process of transitioning an additional 4 students.
 - We have entered into a contract agreement with AHS to have a mental health nurse support our specialized classrooms staff, students and families one day a week. She is able to provide professional learning for staff and parents around medications, observe students, liaise with other medical professionals, and support applications for tertiary programs.
 - We continue to provide multiple professional learning opportunities for staff to deepen their understanding collectively on how to support the academic and social-emotional growth of students who have mental health needs.

Highlights

Focus on Collaborative Response:

- This year, leadership teams from 19 schools are participating in professional development sessions to understand Collaborative Response and build a plan to implement it school-wide given their unique school context. The remaining schools will begin this process in the upcoming school year.
- Collaborative Response is a school framework that values collaborative, action focused responses, data-informed discussions and timely support to ensure all students can experience success (Jigsaw Learning 2021).

Comprehensive Literacy for students with significant disabilities:

- This year we introduced a literacy assessment for students with significant disabilities, who are at an emergent level in their literacy journey. This tool will allow us to identify how students with significant disabilities across the district are moving forward in the area of literacy and will identify and target professional learning needs.
- Professional learning opportunities are being provided through a consultant who is leading this work at the provincial level.

Refined our supports for students with speech needs:

- This is the second year the division has provided direct treatment, as a result of the dissolution of the Regional Collaborative Service Delivery (RCSD) model. We have refined our services to maximize the resources available.
- We are providing direct treatment for students 1:1 with either the SLP or an SLPA two times a week per treatment block (total of 7 to 8 sessions per block).
 - To date in the 2021-2022 school year, we have provided direct intervention to 211 students in 16 different schools.
- We are providing professional learning opportunities for school EAs to be 'practice partners' beyond the scheduled treatment block.

Inclusive Education Parent and Community Advisory Panel:

- In the upcoming month, PSD will be posting a call for applicants for this Panel. The Panel will include up to 7 parent and/or community members (with urban and rural representation) and up to 3 representatives from Division administration. Members of the Panel will serve a two-year term.
- This Panel will help the Division strengthen our inclusive education system by:
 - serving in an advisory role to enhance understanding and consideration of parental and community perspectives,
 - enhancing how the Division's Inclusive Education operational procedures and practices are implemented,
 - providing information and advice to Division administrators; and,
 - working to bring Alberta Education's *Principles of Inclusive Education* to life in our classrooms.

Moving Forward

- To support our increasing population of ELL students, the Student Services department will create a plan to support staff with PD to increase their understanding and knowledge in the areas of:
 - ESL Proficiency Benchmarks
 - Integrating Language and Content
 - Organizing Structured cooperative learning
 - Creating a supportive language learning environment
 - Differentiating content, process and products
- The Student Services team is currently not staffed to be able to provide therapy support for students who are identified as having mild-moderate language needs. Support is currently provided for students with articulation delays, some speech motor needs, and students who are identified as having severe language needs. At this time, schools need to contract therapy staff to support students with mild-moderate language needs. Our team will be revisiting our current service model to investigate how we can better provide consistency in services to our students with mild-moderate language needs in the 2022-2023 school year.
- We continue to await the release of the Standards for Inclusive Education. The current Standards for Special Education were last amended in 2004, and we have learned a great deal since then on what quality inclusive programming looks like. We look forward to any engagement opportunities with Alberta Education in the finalization of the new standards and to create an implementation plan once it is received. We plan on engaging our future Inclusive Education Parent and Community Advisory Panel in the implementation of this work at an operational level.
- In December, school divisions were asked to provide feedback to Alberta Education via CASS regarding the current relationship between Alberta Health Services (AHS) health-related supports and our efforts to support necessary health-related conditions for students within the school setting. Information regarding areas of strength and concerns were shared, as well as suggestions for potential solutions that could be enacted within our region to ensure timely and responsive support from AHS. We have submitted our feedback to CASS and are looking forward to engaging in future discussions. We will continue to focus on building and strengthening our relationship with our AHS partners in our region.