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Superintendent's Report September 6, 2017

To: Board of Trustees

From: C. Lewis, Superintendent of Schools

Subject: Inclusive Learning

Originator: K. Shipka, Assistant Superintendent – Learning Services

Resource Person: N. Freedman, Supervisor- Inclusive Learning, Learning Services

RECOMMENDATION

That the Board receive the Inclusive Learning Supports and Services for K-12 (including FSLCs and BEST) and Program Unit Funding (PUF) report, as information.

REPORT

In Grande Yellowhead Public School Division we believe in supporting every student to reach their full potential. We recognize that our world is ever changing and that to meet the needs of our students, we need to change too. We focus our work so that “Success For All x All Kids Are Our Kids = One Year’s Growth.”

“Success for All” emphasizes the importance of academic growth. Through the Collaborative Response Model, school based staff members work together to review data and identify the most effective supports to support student learning. “All Kids Are Our Kids” ensures we embrace diversity and learner differences and provide quality learning environments so all students can succeed. As stated in the Alberta Education documents on Inclusive Learning, “All children can learn and reach their full potential when they are given opportunities, effective teaching and appropriate resources.

Grande Yellowhead supports our Inclusive Learning model “Success For All x All Kids Are Our Kids = One Year’s Growth” through a variety of means:

1. The School Linked Team (SLT) which includes:
 - Speech Language Pathologists—S. Miller-Pitzel, A. Hinchey
 - Occupational Therapist—A. Heaman
 - Mental Health Capacity Building Coordinator (B.E.S.T.)—T. Baillie
 - Assistive Technology Lead Teacher—A. Bird
 - Literacy Lead Teacher/ PUF Coordinator—B. Madsen
 - Assessment and Mentorship Supervisor—C. Aschenmeier
 - Divisional Psychologists--TBA

The SLT works collaboratively with school based staff members to help identify and reduce barriers within the curriculum, learning environment and/or instruction that are interfering with the student's ability to be successful. SLT members may provide universal, targeted or individualized supports. The team also provides ongoing opportunities to develop, strengthen and renew teachers understanding, skills and abilities to create flexible and responsive learning environments. Team members support schools on a regular schedule.

2. Family School Liaison Counselors (FSLCs)

Our schools and leadership have always realized that students who are burdened with life issues and problems are not always up to the challenge of learning. FSLCs work with teachers and staff to minimize these issues and increase the opportunity for success. FSLC intervention allows the teachers to teach and the kids to learn.

FSLCs can be found in each of our schools. The FSLC provides:

- 1:1 counseling,
- crisis response/support,
- behavior modification when it is appropriate
- collaboration with government. agencies (Child and Family Services (CFS), Mental Health and Addictions, RCMP, Probation, and sometimes the justice system Crown Prosecutor and Judge.

3. Mental Health Capacity Building Project--Bringing Empowered Students Together (B.E.S.T.)

The Mental Health Capacity Building Project provides universal mental health programming to Grande Yellowhead Schools and communities in four of our five zones--Jasper, Grande Cache, Hinton and Edson. We are currently looking for a Success Coach in our Lobstick area. The B.E.S.T. project strives to promote positive mental health which the Public Health Agency of Canada defines as the capacity to feel, think and act in ways that enhance the ability to enjoy life and deal with challenges. The programming B.E.S.T. provides looks very different in each community and school as the programming is based on the needs, resources, and the Success Coach's individual skill sets.

4. Program Unit Funds (PUF)

Barbara Madsen will continue to coordinate supports for our Early Childhood Services programs. Currently we have over forty children pre-approved to Program Unit Funds. The School Linked team will provide speech-language, OT and mental health supports for our early learners in their respective programs--preschool and kindergarten.

5. School Action Plans

To ensure Success for All x All Kids Are Our Kids = One Year's Growth, each school has made a commitment to implement a School Action Plan. This Action plan will be based on the school's greatest areas of need as identified through data analysis of divisional screens, accountability pillar information, Our School survey,

Thought Exchange and school identified data sources. Actions in these plans include, but are not limited to:

- active participation in the Collaborative Response Model (CRM) framework,
- embedding research-based strategies into instructional practice
- using the Gradual Release of Responsibility (GRR) model

6. Zone Meetings

In 2017-18, Zone meetings are scheduled to occur on a six week rotation. These meetings will allow for collaboration between each zone's school based teams (Principal, Instructional Coach, Learning Support teacher, FSLC and Success Coach), members of the Learning Services team and School Linked team to:

- support school action plans,
- provide opportunities for focused professional development,
- build teachers' capacity in the areas of positive behavior supports, universal OT and SLP strategies, self-regulation and assistive technology
- Increase understanding of our diverse learners--coding criteria, instructional support plans and accessing Tier 4 supports and services.

The September Zone meeting will focus on information sharing--action planning support, divisional screens, CRMS (rolling students, student boards, student data, data reports), google classroom, ISPs.

September is a busy time for our schools as students in grades 2-9 will be completing the AIMSweb reading screen (fluency and comprehension), HLATs writing prompt and the Mathletics Alberta Assessment screens. The SLT will be screening all kindergarten classes. .

Conclusion:

GYPSPD continues to support every learner. Building staff capacity and providing staff professional development allows for students to reach high levels of learning and success. By providing inclusive environments we allow our students to explore, respond critically and take risks in achieving learning outcomes. With the right supports and services in place, GYPSPD is closer to realizing their vision of "Success for All x All Kids are our Kids = One Year's Growth."