



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

Board Meeting #21

McCauley Chambers
Tuesday, May 14, 2013
2:00 p.m.


BOARD OF TRUSTEES

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Heather MacKenzie
Caucus Chair

David Colburn
Leslie Cleary
Cheryl Johner
Catherine Ripley
Ken Shipka
Christopher Spencer

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021]
is required by noon Tuesday, May 14, 2013 to speak under this item.)
- G. Reports
 - 1. Annual Report – Special Education
(Information)
 - 2. Update on Development of District Partnership Framework
(Information - Response to Request for Information #263)
 - 3. Small School by Necessity
(Information – Response to Request for Information #275)
 - 4. Bereavement
(Information – With Introduction)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

DATE: May 14, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Annual Report - Special Education

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Danette Andersen, Lorraine Goruk, Valerie Hesse, Monika Lukas, John Macnab, Leona Morrison, Ayesha Moughel, Ann Parker, Heather Raymond, Anthony Walsh

REFERENCE: June 14, 2011 Board Meeting:
- [Motion re Annual Reports on the Work of the District](#)
- [Special Needs Task Force: Recommendation Report](#)
[IA.BP – Inclusive Education](#)
[IA.AR – Students in Need of Specialized Supports and Services](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on special education. This is the report for 2012-2013.

BACKGROUND

The information provided in this report outlines supports and services provided by central staff in relation to students with special education needs. This report also includes data on numbers and distribution of students with special education needs, achievement on students on the graded curriculum and accountability pillar data that provide further context to the work of the District to support students with special education needs. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be shared during the Results Review process that occurs in the fall of each year.

Special education refers to the education of students and children identified with mild, moderate, or severe disabilities or as gifted and talented. Special education is not a stand-alone program; rather, it is a system-wide responsibility and commitment to provide a range of programs, programming, and supports and services to maximize the learning of all students identified with special education needs. Special education practices are founded on the belief that all students can learn and reach their full potential – given equal opportunity, effective teaching and appropriate resources.

In response to the Board of Trustees' Special Needs Task Force (2010-2011), an interdepartmental working committee, in its second year of formation, continues to address its recommendations.

The committee's work to date has included:

- Development of a communication plan for Administrative Regulation IA.AR - Students in Need of Specialized Supports and Services.

- Development of a supporting document on strengths-based assessment and programming for students with special education needs.
- Review of the core indicators used as a baseline measures to analyze and review progress in special education.

CURRENT SITUATION

The District continues to support a range of programs and programming options for students with special education needs. Students with special education needs may attend their attendance area school, certain alternative programs of choice, or district centre special education programs. Under the *School Act*, placement decisions are the responsibility of principals and are based upon the programming needs of each student, in consultation with, and in consideration of expectations of parents.

KEY POINTS

1. Supporting Schools

- In order to build staff capacity, schools are able to access Inclusive Learning School Service teams. These service teams are consultative and collaborative bringing together multiple perspectives, diverse expertise and a variety of supports for school staff, individual students and entire classrooms.
- During the 2011-2012 school year and fall of 2012-2013, through a collaborative team approach that included both school and central staff a district guiding document was developed - The Pyramid of Intervention: A Framework for Supporting all Students (Attachment I). The tools in the document form the basis for collaborative conversations between school staff and Inclusive Learning consultants.
- The Administrative Regulation IA.AR – Students in Need of Specialized Supports and Services was approved for implementation on August 24, 2012. A questions and answers document (Attachment II) was developed to support district staff in understanding their roles and responsibilities in implementing the regulation. A communication plan has been developed to assist with ongoing efforts to help district staff, primarily principals and school staff, to become aware of and fully understand the expectations set out in the board policy and administrative regulation. Communication tactics outlined in the plan will help reinforce the Board's commitment toward creating inclusive learning environments - clarifying what inclusive education means, looks like and feels like within the District.
- Six English as a Second Language consultants were reassigned from Support for Staff and Students to Inclusive Learning. These consultants have been integrated into the Inclusive Learning multi-disciplinary teams. The reorganization provides supports to schools to meet the learning needs of students who are English Language Learners with and without special education needs.
- Culturally sensitive assessment guidelines are being developed for district staff.
- Inclusive Learning staff continue to work with staff from Support for Staff and Students in the development of literacy modules and supporting schools in their implementation of the District's literacy goals.
- Student Learning Services conducted a Behaviour and Learning Assistance Program (BLAP) review in 2011-2012 with recommendations implemented in 2012-2013. As part of the BLAP review, schools providing these programs have participated in an online program review. The data once analyzed will be used to:

- Assist the school staff in aligning their BLAP to board policy and administrative regulations.
- Assist the District in supporting consistent programming across all schools that offer BLAP.
- Share information with the Board in relation to programming for students in BLAP.

2. Professional Learning Opportunities

- The “Inclusive Learning: Everyone’s In” video series was released in the fall of 2012. The project was designed to provide staff with tips and strategies to create effective processes and approaches to support students with special education needs. The project identifies indicators of success in eight district schools, capturing these indicators on videotape and through written documentation, and is providing demonstration sites for district staff to participate in professional learning (PL) opportunities.
- Support for Staff and Students (SFSS) and Inclusive Learning (IL) coordinated a Universal Design for Learning (UDL) PL day for school staff. Over 400 staff attended.
- Staff in IL and in SFSS continue to engage in regular joint targeted PL. Topics have included UDL, Changing the Conversation, Assistive Technology for Learning, and “Inclusive Learning: Everyone’s In”.
- Edmonton Regional Learning Consortium continues to provide a wide range of PL opportunities to assist district staff to develop the necessary skills to support students with special education needs.
- Members of the Inclusive Education Parent and Community Advisory Committee have been supported to attend professional learning sessions on UDL and the Alberta Association for Community Living PL session on Teaching Literacy to Students with Autism and Other Disabilities.

3. Collaborative Partnerships

- An Inclusive Education Parent and Community Advisory Committee was formed and met four times since its conception. Agenda items to date have included:
 - Information on implementation of the Special Needs Task Force recommendations.
 - Gathering feedback from committee members on topics such as
 - student achievement and growth;
 - reviewing the content of a document being developed to help parents understand programs offered at senior high for students with special education needs; and
 - probing the district special education data to learn how informative the data is for community members.
 - Content suggestions for the development of tip sheets for schools on how to meet the needs of families and their students with special education needs. Topics discussed include Junior and Senior High Open Houses, Welcoming Parents and Students, Transition Support – Parents and Students, and Informed Consent.
- District senior leaders have been active participants in Regional Collaborative Service Delivery Model workshops and planning meetings. The goal of the meetings has been to develop a new model to ensure that children and youth have the right supports and services in the right place at the right time, by the most appropriate person. The intent of this work is to merge three existing program areas, Student Health Integrated Program, Children and Youth with Complex Needs, and Regional Educational Consulting Services, into one service delivery model.

4. Statistical Data

- Attachment III reports current data on the number of students with special education needs by eligibility type and by special education programs; data from accountability pillar and staff satisfaction survey relating to teacher, parent or principal satisfaction; achievement on the graded curriculum from provincial and district measure; and the distribution of students receiving instruction off the graded curriculum.
- Attachment IV reports the occurrences of schools referenced using the Pyramid of Intervention and Individualized Program Plans (IPPs) to support the development of an inclusive learning environment for students with special education needs.
- In addition to knowing how many students are in district sites, it is desirable to know what level of inclusion is being experienced by all students with special education needs. District data includes a flag for when an IPP is required, and students with IPPs all have a field in which the level of inclusion is indicated. Unfortunately, the data is not complete or fully interpretable at this time. Work has begun to identify issues with data structures and to improve its reliability, validity and usability.
- This, and last year's, annual reports have shown that there is a difference in the numbers of students identified with special education needs from one division to another. It is not clear why this is the case, and plans are being formulated to explore the difference, to analyze the meaning of the implications, and to make recommendations based on the analysis.

NEXT STEPS

(Next steps outlined below are dependent on allocation/staffing in IL and are subject to change.)

- Implement and monitor the communication plan for the Administrative Regulation IA.AR - Students in Need of Specialized Supports and Services.
- Develop a comprehensive accountability framework for the monitoring of the Administrative Regulation IA.AR - Students in Need of Specialized Supports and Services.
- Analyze data from the Behaviour Learning Assistance Programs review.
- Additional strategies and tools will be created to help staff to gain deeper understanding into how best they can support the implementation of the Pyramid of Intervention: A Framework to Support All Students.
- Finalize the Culturally Sensitive Assessment guidelines.
- New data initiatives as stated.

ATTACHMENTS & APPENDICES

ATTACHMENT I Pyramid of Intervention: A Framework for Supporting All Students

ATTACHMENT II Questions and Answers: IA.AR - Students in Need of Specialized Supports and Services

ATTACHMENT III Statistical Data on Students with Special Education Needs

HR:dl

THE PYRAMID OF INTERVENTION

A Framework for Supporting All Students

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VISION

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

MISSION

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

2011 – 2014 DISTRICT PRIORITIES

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

BACKGROUND INFORMATION

Since 2007, district schools have been creating intervention plans for students deemed at risk. Principals, as instructional leaders of this work, have supported staff to identify and implement appropriate strategies and supports. Supporting students through this approach has provided a foundational best practice, which continued to progress parallel to Alberta Education defining a new systemic educational approach.

Alberta Education (November, 2010) described an Inclusive Education system as one that is:

- Shifting from a dual system of mainstream education and special education to **a system that takes responsibility for all students**. Creation of a system that meets the needs of a diverse student population in all school settings has become a focus of current reform;
- Replacing the emphasis on special education programming with an **emphasis on achieving outcomes for all students**. This emphasis is being built into the inclusive education funding and accountability model;
- Developing comprehensive supports and services required to take responsibility for all students and to work in an outcome-based way. *Setting the Direction* explores **a continuum of support**, where classrooms, schools, school authorities and the specialist community are equipped to make it possible for all students to have needs met;
- **Working together to support students in schools** with the supports they need, which may not be exclusively educational services – delivered collaboratively in the most logical and natural setting, thus “wrapping around” the student;
- Taking a **strengths-based approach** to meeting the needs of students with diverse learning needs and placing the emphasis on what students can do, rather than the limitations of a diagnosed condition;
- Shifting focus from changing the student, to **changing the student's environment**, so that barriers are reduced and students have the supports they need to be successful;
- **Respecting and using data gathered at all levels of the system**, beginning with the teacher and family, and including specialist reports from medical and education experts. This honours the expertise that lies at every level; and
- Recognizing that a successful school journey for all children **begins with quality early learning and care** and concludes with **positive high school completion**. Supporting transitions throughout this journey lays the foundation for future success.

PURPOSE OF THIS RESOURCE

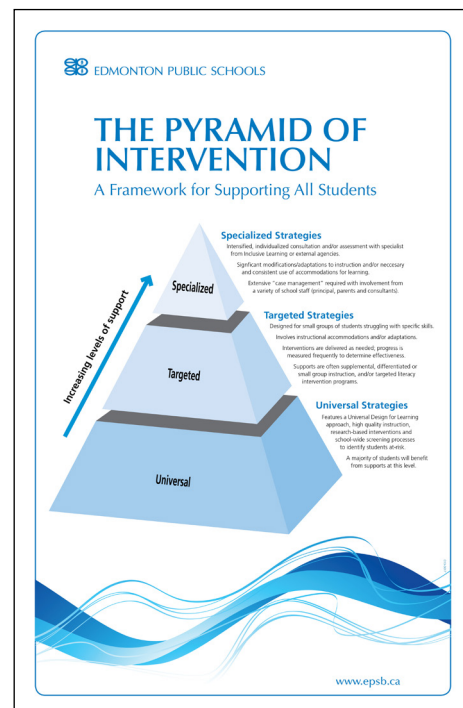
As district staff collaborate and refine practice, intervention planning and programming in support of students will continue to evolve.

This work is complex and must involve all district staff, parents and community. The purpose of this resource is to provide school leaders with information and samples of hands on tools that can be tailored to any school context. It can be utilized to build staff understanding, identify students in need of supports and services, as well as to plan, implement and evaluate the effectiveness of strategies, supports and interventions.

THE PYRAMID OF INTERVENTION FRAMEWORK

The District's model of support is based on three levels of service, delivered through a Pyramid of Intervention framework (See Appendix I).

It is a multi-tiered framework used to provide supports and services. The Pyramid of Intervention is designed to address learning difficulties and/or behavioural challenges by systematically delivering a range of interventions based on student need. The tiered process provides flexibility within a comprehensive system of instruction and intervention guided by evidence-based data. It is a process that allows us to respond to student needs without waiting to determine special education eligibility.



WHY USE A PYRAMID OF INTERVENTION FRAMEWORK?

The Pyramid of Intervention framework builds on existing systems within a school and can be implemented in stages to meet student needs and support staff. Improved student outcomes are the result of applying this framework in both decision making and service delivery.

Each level of intervention builds upon the previous level and supports intensify. Ongoing monitoring of student progress is used to determine the effectiveness of selected strategies and/or accommodations. Student progress is enhanced by the collective use of resources and through collaboration between school staff, parents and specialists.

The Pyramid of Intervention is designed for implementation in any classroom context including district sites. It can be effectively applied from preschool through to high school – any student, at any time can be supported through this process. Most importantly, the framework relies on, and ultimately enhances, high-quality instruction; evidence-based individualized student support; consistent evaluation of outcomes; and ongoing professional development and collaboration among school staff, Inclusive Learning team members and families.

The levels in-depth

UNIVERSAL

The first level of the Pyramid of Intervention framework consists of Universal strategies, including high-quality instruction, research-based interventions and school-wide screening processes to identify students at risk. Universal strategies are designed to further enhance high quality learning environments. The majority of students will benefit from supports at the universal level resulting in a smaller percentage of students requiring targeted and/or specialized support beyond the first level. Use of a variety of strategies and accommodations to engage students as learners, through a Universal Design for Learning approach is inherent to this level of the pyramid.

TARGETED

The second level provides Targeted strategies and supports intended for small groups of students that are struggling with specific skills. This level involves instructional accommodations and/or adaptations designed to support individual students who continue to experience challenges. Specific interventions are delivered as needed and student progress is measured frequently to determine the effectiveness of intervention strategies. Supports are often supplemental, differentiated or small group instruction, and/or targeted literacy intervention programs.

SPECIALIZED

The third level consists of Specialized strategies and supports that address the unique needs of students. Instruction and interventions are further individualized to match the amount and intensity of support needed by a student (e.g., individualized programming, functional and/or psycho-educational assessment).

ROLE OF INCLUSIVE LEARNING

Inclusive Learning provides service to schools through a multi-disciplinary team approach.

School Service Teams use a collaborative consultation model, which brings together multiple perspectives, diverse expertise and a variety of supports for staff, individual students and entire classrooms. The intent of a collaborative team approach is to build capacity of all staff as we work alongside one another to problem solve while creating the best possible learning environments for children in Early Childhood Services (ECS) programs to students in Grade 12.

What kind of consultants work with students in the classroom?

Inclusive Learning has many types of consultants who have a wide variety of expertise. Their work involves meeting with principals, teachers and parents to understand how best to meet the unique needs of individual students or groups of students. We have consultants working in areas such as:

- adapted physical education;
- audiology;
- assistive technology;
- educational and/or behavioural programming;
- Kindergarten-teacher support;
- physical therapy;
- occupational therapy;
- speech language pathology;
- reading;
- deaf or hard of hearing;
- school social work and family liaising;
- visual impairment/blindness; and
- school psychology.

Types of services we provide

CONSULTATION:

- help school staff understand how children develop and learn relative to specific skill sets or developmental benchmarks;
- problem solve with school staff to eliminate barriers to learning so that students can more fully engage in learning experiences;
- collaborate with teachers to identify areas for intervention and provide strategies and/or resources to support intervention plans; and
- assist with monitoring progress.

PREVENTION SUPPORT:

- help school staff identify skill deficits or social issues for intervention;
- design and supporting delivery of prevention programs for groups of students; and
- assist with creating safe, healthy and supportive environments by providing advice and/or resources.

INTERVENTION SUPPORT:

- work directly with students, staff, administrators and/or families to obtain a greater understanding of learner strengths and programming needs;
- collaborate to develop individual or classroom-based learning interventions;
- demonstrate academic or behavioural interventions;
- deliver school-based counseling related to social skills and mental health services;
- support coordination and/or connecting schools and families with external agencies; and
- implement Crisis Intervention Services.

CREATING A SCHOOL-WIDE INTERVENTION PROTOCOL

As we move forward in our collective work to support all students, principals are encouraged to involve staff in creating a school-wide process for identifying, supporting and monitoring interventions for students in need of supports and/or services.

If an Intervention Protocol does not already exist in your school, you can use the following guiding questions to develop one:

- What strategies have been used successfully in the past?
- Which strategies need to change? Why?
- Are interventions the same for all students or are there a variety of interventions available for students to access?
- Do all students have access to an intervention when they need one? If not, why?
- What support is needed to ensure school-wide implementation of a protocol?
- What evidence will be collected to know if interventions were successful?
- How will we build expertise in effective interventions or in implementing school-wide strategies?
- How might we connect this work to our existing professional learning plan?
- How will we share successes and challenges with each other to tap into our collective expertise?

HELPFUL TIP

For a sample of an Intervention Protocol you can develop with staff and share with your parent advisory council, please see Appendix II.

For a visual of a School Implementation Protocol process you may wish to use with your staff, please see Appendix III.

STAYING CONNECTED TO YOUR PARENT COMMUNITY

It is the responsibility of the school to involve parents in the consultative process and to ensure parents understand the nature of difficulty their child is experiencing, as well as the wide range of supports available to them.

A closer look at consultation and when consent is required

GENERAL CLASSROOM CONSULTATION

General classroom consultation involves working directly with classroom teachers to develop a learning environment that supports all learners. The priority of general classroom consultation is to assist the teacher in strengthening each and every learner's skills, confidence and overall achievement.

When this type of consultation is accessed by a teacher, parental consent **is not required**.

INDIRECT OR DIRECT CONSULTATION

Indirect intervention occurs when a consultant works with teachers and parents to plan educational and behavioural interventions for individual students.

Direct intervention occurs when a decision is made that more targeted or specialized strategies need to be utilized to support a student. An example is specialized assessment, which involves using a standardized test to understand their performance or ability and then offering support to a student on a one-to-one basis.

Informed parent consent **is required** for direct and indirect intervention as these types of intervention involve individual students.

Navigating consent: what are the expectations?

If services from Inclusive Learning are required for programming, parents should not only understand what they're consenting to, but they should also be provided with updates and information as the consultative and/or assessment process unfolds. To make this process easier, and to ensure consistency in messaging across the District, please use Inclusive Learning consent forms. They can be accessed on our website: **<https://staffroom.epsb.ca/student-learning-services-forms>**.

If there is a joint custody situation, it is ideal to have both parents sign the consent form, but it is not required as long as the parent who signs has legal authority to do so. Use custodial documents on file in the Student Record to determine who has legal authority. It is recommended that the second custodial parent is also informed, even if it is via a phone call.

If a student is in a foster care situation, then a call to that student's Child and Family Services Social Worker is needed to ensure that the foster family has the legal right to sign consent – it may have to be the social worker who gives consent.

If a child is living with an aunt, uncle or older sibling, then paperwork indicating this adult has legal custody is required before consent can be given.

HELPFUL TIP

For a sample letter you can send home to keep your parent community informed about the services and support your school provides, please see Appendix IV.

STAYING CONNECTED TO YOUR PARENT COMMUNITY (Continued)

Submitting a referral for service from your Inclusive Learning Team

To streamline delivery of service, school staff should **acquire informed consent and post it to Pinpoint, prior to submitting a referral for service.**

Please work with your Inclusive Learning Supervisor or School Service Team to determine which services to request. **Only check the box(es) for what is needed.** Each checked box legally requires us, as a system, to respond. If many boxes are checked, but service is not required or provided, then a cancellation process has to be initiated. It would then be the school's responsibility to explain to the consenting parent why service was not provided.

When filling out the "Reason for Referral" section of the electronic form, writing a specific, but brief description of your concern is helpful, as it gives Inclusive Learning a starting point for collaboration. For example, a description might read:

"Student is reading at a Guided Reading 'D' level and is in Grade 3. Student has been in Leveled Literacy intervention for last 4 months – has resulted in moving from a 'B' level to a 'D' level within this time period. Writing is – limited Grade 1."

Referral for Service Forms are available on the District's Inclusive Learning website and can be accessed by visiting <http://staffroom.epsb.ca/student-learning-services-forms>.

EDMONTON PUBLIC SCHOOLS STUDENT LEARNING SERVICES
STUDENT REFERRAL FORM - REQUEST FOR SERVICE

SCHOOL INFORMATION
School Name _____ Key Contact _____
Student's Teacher _____
Preferred contact method: Email Phone (at this number): _____
Preferred time to call: _____

STUDENT INFORMATION
Student's Legal Name _____ Last _____ First _____ Middle Initial _____
Date of Birth _____ mm/dd/yyyy Female Male
Grade _____ Current Eligibility Code _____ Program Placement: Included
New to District Student? Yes (Date enrolled: _____)
Current Diagnosis on File (if applicable) _____
ESL student? Yes No Interpreter required? Yes No
Language(s) spoken _____
ILL Benchmark Scores (if applicable) _____

PRINCIPAL CONFIRMATION
Consistent with District expectations, and Standards for Special Education (Alberta Education, 2004):

- An initial consultation with the Inclusive Learning Team has occurred and further targeted and/or specialized intervention(s) have been deemed necessary
- The purpose and nature of this request has been discussed with the parent/guardian, including the parent/guardian's option to refuse or withdraw from service at any time
- Written informed consent has been obtained and forwarded to Central Records for posting on the electronic student record
- In the event that a specialized assessment is conducted, a school/parent conference will be offered to share interpretation of results by the consultant(s) who provided service.

Electronic Signature - Principal (or designate) _____ Request date (mm/dd/yyyy) _____

SPECIAL SUPPORTS
Specialized English Language Services: Yes No
Student (code 55)? Yes No

Select the box below to submit your referral to the SPSS ENGLISH LANGUAGE Service Team. Your referral will be acknowledged via email.
 SUBMIT to English Language Learner Services

USING A LEARNER PROFILE APPROACH

Principals, instructional leadership teams and/or teaching staff must consider and analyze a number of different factors to identify students in need of intervention.

A student may be considered in need of supports and/or services if they:

- are below grade level in one or more subjects;
- are in danger of not completing courses of study;
- appear disengaged or unmotivated in class;
- are chronic non-attendees;
- exhibit other behaviours that might negatively impact academic achievement; and
- are at risk of not achieving their IPP goals.

Data sources you can refer to that can help with identification include:

- a review of current classroom, diagnostic and/or specialized assessments;
- teacher observations;
- school-based interim measure data;
- attendance history;
- year end performance marks and GLA for courses;
- course completion data;
- HLAT results; and
- PAT results.

Next steps

Once students have been identified as in need of intervention, classroom teachers are expected to gather additional background information about each identified student, so that an effective and meaningful intervention strategy can be created. If you do not yet use one in your school, Appendix V is a sample of a Learner Profile and Intervention Plan that can be used for this part of the intervention process. Background information can be gathered by:

- discussing concerns with student and family;
- meeting with the student's previous teacher(s);
- reviewing the Electronic Student file (Pinpoint);
- reviewing diagnostic assessment results and running records; and
- considering and noting strategies and/or accommodations which are currently being utilized successfully with the student.

Teachers are expected to initiate a discussion with school leaders regarding identified students. The purpose of this discussion would not only be to bring forward names of students who are considered at risk, but also to initiate access to school-based interventions (i.e., Reading Recovery; Leveled Literacy etc.) and/or supports and services from Inclusive Learning. The school principal or designate is responsible for accessing supports and services from Inclusive Learning and or external sources through referral processes.

Regular, ongoing monitoring of progress in relation to intervention plan implementation is strongly encouraged. Examples of monitoring processes to support teacher reflection could include one-on-ones and ensuring the Learner Profiles and Intervention Plan is a standing agenda item for grade level, divisional and/or department meetings. The Plan could also serve as a catalyst for dialogue and discussion in teams organized by the different kinds of interventions used. Providing time and space for sharing successes and challenges might also increase the likelihood of success and support individual teachers as they work and learn through collaborative processes with colleagues.

HELPFUL TIP

For a sample of a Learner Profile and Intervention Plan, please see Appendix V.

For a sample of a Current Supports and Accommodations Checklist, please see Appendix VI.

APPENDIX I

District Pyramid of Intervention Poster and Worksheet

Available on Staff Room at <http://staffroom.epsb.ca/component/content/article/4489#inclearning>.

EDMONTON PUBLIC SCHOOLS

THE PYRAMID OF INTERVENTION

A Framework for Supporting All Students

Specialized Strategies
Intensified, individualized consultation and/or assessment with specialist from Inclusive Learning or external agencies.
Significant modifications/adaptations to instruction and/or necessary and consistent use of accommodations for learning.
Extensive "case management" required with involvement from a variety of school staff (principal, parents and consultants).

Targeted Strategies
Designed for small groups of students struggling with specific skills.
Involves instructional accommodations and/or adaptations.
Interventions are delivered as needed; progress is measured frequently to determine effectiveness.
Supports are often supplemental, differentiated or small group instruction, and/or targeted literacy intervention programs.

Universal Strategies
Features a Universal Design for Learning approach, high quality instruction, research-based interventions and school-wide screening processes to identify students at-risk.
A majority of students will benefit from supports at this level.

Increasing levels of support

www.epsb.ca

EDMONTON PUBLIC SCHOOLS

THE PYRAMID OF INTERVENTION

A Framework for Supporting All Students

Specialized Strategies

Targeted Strategies

Universal Strategies

Increasing levels of support

Specialized

Targeted

Universal

www.epsb.ca

ABOVE:
Pyramid of Intervention
Worksheet, 8.5 x 11
and 11x17 size available

LEFT:
District Pyramid of
Intervention Poster, 11x17

APPENDIX II

Intervention Protocol

Available as an electronic template on Staff Room at <http://staffroom.epsb.ca/component/content/article/4489#inclearning>.



SCHOOL NAME HERE Intervention Protocol

1. **INFORMATION LETTER**

An information letter will be posted on SchoolZone and/or sent to all families at the beginning of the school year indicating that an *Inclusive Learning School Service Team* will be at **(INSERT SCHOOL NAME)** on a regular basis working with staff to support student learning needs. Disciplines will be highlighted, as well as activities that will likely occur through a Pyramid of Intervention framework. The letter will clearly outline that students may come into contact with these additional district employees in their classrooms as teachers are supported with programming. Parents will be informed that if concerns arise about their child, informed consent for service will be required, prior to any targeted or specialized services being provided by Inclusive Learning staff for specific students. Parents will be asked to contact school administration if they have questions or concerns.

2. **KEY CONTACT**

A *Key Contact* will be designated at the school level. This Key Contact will act as an “intake officer” and “service coordinator” in support of students who are identified through school data as needing short term intervention, targeted and/or specialized programming supports. The Key Contact will initiate the *Learner Profile and Intervention Plan* with teachers as concerns are identified at the school level.

3. **TEAM LEAD**

A *Team Lead* will be identified on the *Inclusive Learning School Service Team*. The role of the Team Lead will be to work in collaboration with the school Key Contact to review Learner Profiles that the school would like support with, or services for. These profiles (without student identifiers) may also be used to collect data through a “first look” or “teacher consult” approach before recommendation is made about which “Learner Profiles” would require parental consent and a formal referral to Inclusive Learning or our ESHIP partners, for consultation and/or assessment, based on data collected.

4. **LEARNER PROFILE AND INTERVENTION PLAN**

The *Learner Profile and Intervention Plan* is designed to be a flexible tool that can be used for all grades as a screening and support tool. School staff may use this tool independently to gather data, then plan and track interventions, or it can be used in collaboration with service providers as a starting place for “collaborative consultation” before interventions are planned and implemented. For example, teachers and the *Inclusive Learning School Service Team* might use the tool to begin conversations about strategies to trial, or as the basis for classroom observations and/or to compare notes, before interventions and/or assessments are implemented.

5. **MONTHLY CHECK-IN MEETINGS**

Beginning in September, monthly Key Contact/Team Lead “*Check-in Meetings*” will be scheduled. These meetings will include the Key Contact, as well as an IL Team Lead(s) **(INSERT WHO IS EXPECTED TO ATTEND)**. Meetings will start at **(INSERT DEFINED TIME)** and are expected to last for 30 minutes. The purpose is to prioritize and coordinate service based on Learner Profiles or emerging school needs.

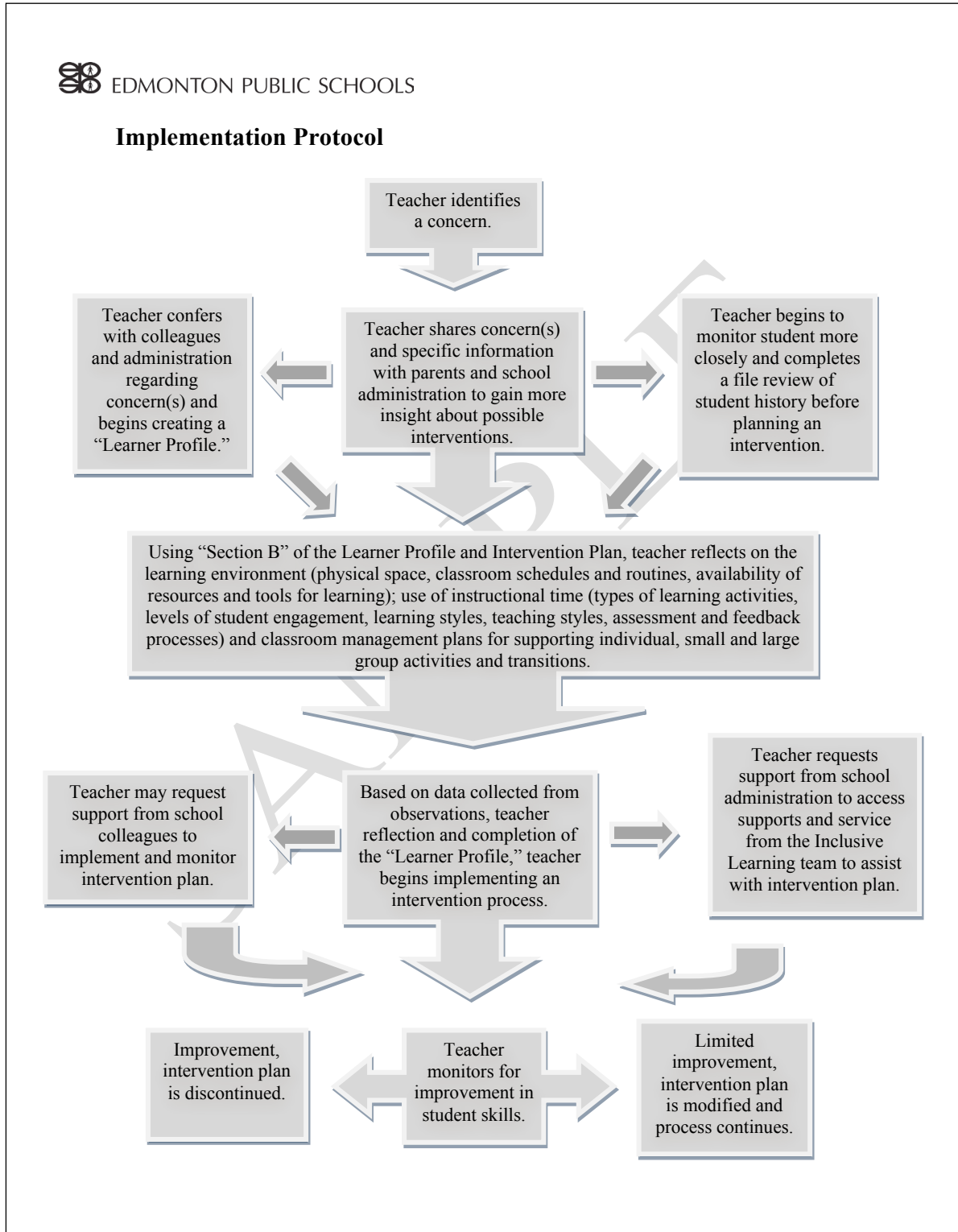
6. **COMMUNICATION TO SCHOOL STAFF**

The school will, through their internal communication process, include a reminder to staff which IL staff members will be present in the school each week and invite staff to ask questions about universal strategies or share ideas. For example, the SLP might visit bi-weekly, OT every 2-3 weeks, a social worker every month, academic and/or English language learner consultants and a psychologist as needed.

APPENDIX III

School Implementation Protocol

Available as an electronic template on Staff Room at <http://staffroom.epsb.ca/component/content/article/4489#inclearning>.



APPENDIX IV

Sample Letter

Available as an electronic template on Staff Room at <http://staffroom.epsb.ca/component/content/article/4489#inclearning>.



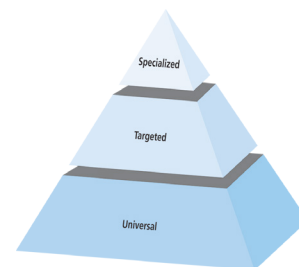
Dear Parents and/or Guardians:

Edmonton Public Schools and the Inclusive Learning unit are pleased to share that additional programming supports are available in our school. Inclusive Learning School Team members will be visiting (INSERT SCHOOL NAME) on a regular basis, to provide supports to staff and students. Provision of service is aligned with Alberta Education's *Setting the Direction* Framework, (June 2010), and district policy.

A team of specialists consisting of a speech/language pathologist, occupational therapist, school-family liaison, English language learner consultant, audiologist, physical therapist and vision specialist may be accessed by school staff to provide supports and services as priorities are identified through a school protocol and referral process. As Inclusive Learning School Service Team members visit classrooms, your child may encounter specialists as part of day to day classroom activities or routines.

For your awareness, a Pyramid of Intervention framework is being used to guide collaborative processes between school staff and Inclusive Learning. As such, the Inclusive Learning team might:

- work alongside teaching staff to plan for, and support, the success of all student within their educational programs, using research-based **universal** classroom approaches to instruction;
- provide support to build school-wide capacity as instructional practices are utilized to meet diverse learning needs of students through **targeted** interventions. Student strengths and learning preferences would be central to this approach; and
- provide **specialized** services which can be accessed, on an as need basis, for individual students, through a formal referral process and with parental consent, when deemed necessary and appropriate.



We are dedicated to maintaining good communication with families, and supporting you in every way we can. You will be contacted by your child's teacher should targeted or specialized services be recommended, or required, for your child's success.


If you have any questions or concerns related to this initiative or your child's contact with the Inclusive Learning School Service Team, please direct them to myself, (INSERT NAME), Principal at (INSERT SCHOOL PHONE).

Yours in Education,

(INSERT NAME), Principal

Sample Learner Profile and Intervention Plan

Available as an electronic template on Staff Room at <http://staffroom.epsb.ca/component/content/article/4489#inclearning>.



EDMONTON PUBLIC SCHOOLS

A. Learner Profile and Intervention Plan

Student name: _____ Grade: _____ AB Ed # _____

Teacher & Room #: _____ Date: _____

What is concerning you about this student's progress? _____

My concerns have been shared with: School administration Student's parents

COMMUNICATION

What is your preferred method of consultants communicating with you?

Email Meet face-to-face Telephone (at this number _____) Best time to call: _____

BACKGROUND INFORMATION

The following supports and/or services have been accessed previously for this student. *(Please check all that apply).*

Speech and language assessment or service Psychological assessment ELL supports Physical therapy

Standardized academic assessment Mental health counseling Occupational therapy

Hearing screen or assessment Vision assessment Child & family services

Are ELL Benchmarks being used for this student? Yes No Can be viewed on Pinpoint No

Does this student currently have an IPP? Yes No Can be viewed on Pinpoint No

Please provide an indication of student strengths and learning needs.

Student Strengths	Learning Needs

Assessment Information	Classroom Assessment	Most Recent HL/AT	Most Recent PAT
Reading			
Writing			
Numeracy			N/A

What is your priority for support or service at this time? _____

Planned intervention delivered by: _____ Dates of intervention: _____

Our learning (Reflections):

Next steps:


For Office Use ONLY: Areas for support and/or referral: *(check all that apply)*

- Academic
- Behavior/social/emotional
- ELL consultation
- Occupational therapy
- Psychology
- Social work
- Speech and language
- Adaptive physical education
- Audiology
- ECS transition
- Deaf or hard of hearing
- Physical therapy
- Vision impaired/blind

Referral(s) made to: Inclusive Learning ESHIP Other external service

Sample Current Supports and Accommodations Checklist

Available as an electronic template on Staff Room at <http://staffroom.epsb.ca/component/content/article/4489#inclearning>.



EDMONTON PUBLIC SCHOOLS

Date _____

B. Current Supports and Accommodations Being Implemented

Name of district staff completing checklist _____

PLEASE CHECK ALL THAT APPLY

Accommodations currently in place:

<ul style="list-style-type: none"> <input type="checkbox"/> Daily class schedule is posted <input type="checkbox"/> Amount of material to be learned is adapted <input type="checkbox"/> Amount of material to be practiced is adapted <input type="checkbox"/> Extra time given for practicing activities <input type="checkbox"/> Uses graphic organizers to organize thoughts <input type="checkbox"/> Allowed to preview questions <input type="checkbox"/> Cues for student to stay on task utilized; i.e., private signal 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher repeats directions in multiple ways <input type="checkbox"/> Student repeats directions after teacher has given them <input type="checkbox"/> Directions are divided into smaller steps <input type="checkbox"/> Written instructions are paired with oral instructions <input type="checkbox"/> Uses computer assisted instruction <input type="checkbox"/> Student self-regulates using visual aids <input type="checkbox"/> FM system
--	---

Task/response:

- Reduced or substituted assignments
- Audio recording of class lectures for extra review
- Provision of a copy of class notes
- Provision of study guides in advance of tests
- Direct instruction of test taking skills
- Allowed to submit dictated in-class or homework assignments

Organization for instruction: (The student works best...)

- In a large group setting
- When placed beside an independent learner
- With individual instruction
- With peer tutoring
- With cross-aged tutoring

Accommodations currently in place:

- Level of assignments to adjusted to literacy level
- Long-term assignments are broken into shorter tasks
- Vocabulary review is given previous to teaching units of study and tests
- Extra time to complete assignments is provided
- Study buddy is provided

Organization for instruction: (The student works best...)

- In small group instruction
- Using independent self-instructional materials
- In “hands on situations” or learning centers
- With preferential seating
- In a quiet space

Behavior management systems:

- Provided with immediate positive reinforcement
- Structured transitions
- Close supervision during unstructured times
- Short breaks allowed between assignments
- Clearly, defined classroom behavior expectations in place
- Tools for student to self-monitor provided and supported (i.e., checklist, tracking charts)
- Non-verbal cues given to engage student in tasks
- Mobility options allowed (i.e., errand to office, classroom jobs)
- Extra privileges and rewards
- Prudent use of negative consequences

Testing methods:

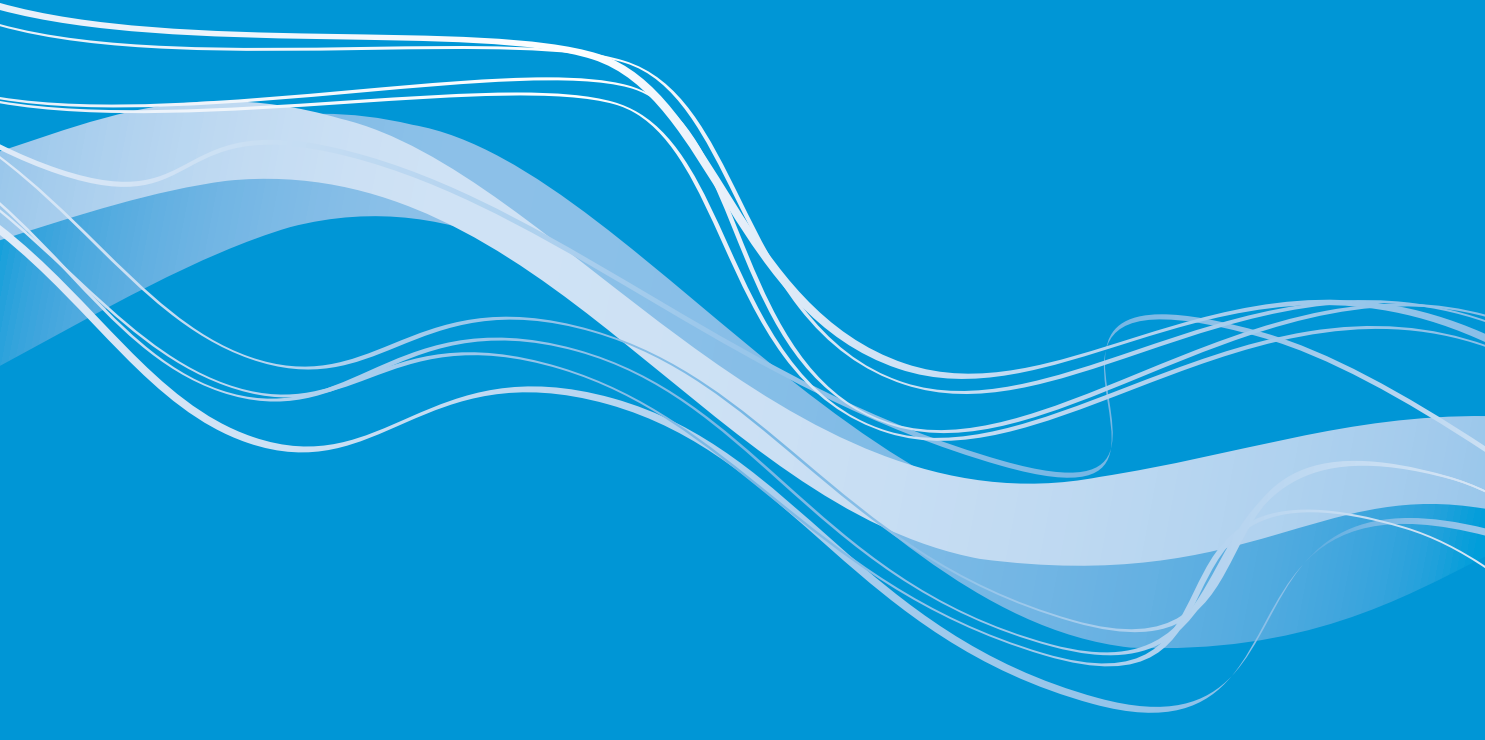
- Completes selected items specific to ability level
- Amount to be tested is adapted
- Given extra test time
- Adjusted readability of test
- Open book allowed
- Records answers using digital technologies (i.e., speech to text applications)
- Test appearance is adjusted (i.e., margin size, larger print, lines)
- A scribe is used
- Oral exams

Materials:

- Textual materials are modified (adapted or substituted)
- Audiovisual aides are used to support textual passages
- Checklists and cueing devices
- Accesses calculators and other digital technologies at any time the student chooses
- Uses a desktop easel or slant board to raise reading materials
- Uses materials cooperatively – peer support
- Learning tasks/materials are broken into smaller chunks
- Increased print/font size
- Uses daily homework book/planner
- Uses word processor/spell checker to complete written assignments
- Uses personal word lists, dictionaries, thesaurus
- Important concepts, information and/or passages are highlighted for student
- Uses graphic organizers to capture and express thoughts
- Manipulatives are readily available for use in problem solving

Other accommodations:

Other important things to note:



In over 200 locations throughout the city,
Edmonton Public Schools is helping to shape the future.
We're focused on ensuring our 80,000 students learn to their
full potential and develop the ability, passion and imagination
to pursue their dreams and contribute to their community.

Centre for Education
One Kingsway NW
Edmonton AB T5H 4G9

T 780-429-8000

www.epsb.ca

**QUESTIONS AND ANSWERS
IA.AR STUDENTS IN NEED OF SPECIALIZED SUPPORTS AND SERVICES**

PREAMBLE

Edmonton Public Schools is committed to inclusive education. The regulation IA.AR Students in Need of Specilized Supports and Services <http://www.epsb.ca/policy/ia.bp.shtml> aligns to the systemic transformation of special education in Alberta. The regulation is in accordance with provincial government initiatives, is timely, responsive and is consistent with current law and practice.

ACCESS

Students in need of specialized supports and services (formally 'special education needs') are entitled to have access in a school year to an educational program in accordance with the School Act (Section 47) http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779749775

For interpretation regarding policies, regulations and legislation, contact Executive Services.

INFORMATION AND COMMUNICATION

As the central point of contact for schools what role does Executive Services provide?

- Addresses school and parent concerns regarding placement and appropriate programming.
- Assists schools and parents in the understanding of the practices and programming of inclusive education.
- Provides unbiased information related to programming options, taking into consideration the most enabling environment.
- Provides information on the appeal process.
- Provides interpretation of policies, regulations and legislation.

What role do parents have in determining the placement of their children?

- Parents play an integral role in their child's education. Parents have a right and responsibility to participate in decisions regarding the education of their children.
- School Boards must:
 - Ensure parents have the opportunity for participation in decisions that affect student education
 - Ensure parents have information needed to make informed decisions
 - Invite meaningful involvement of parents in planning, problem solving and decision making related to student special education programming

(Standards for Special Education, Amended June 2004, p.9)

<http://www.education.alberta.ca/media/311334/423.pdf>

- Decisions regarding placement involve discussions with parents which include providing the range of options, the community school being the first placement option considered. (Standards for Special Education, Amended June 2004, p.10.)
<http://www.education.alberta.ca/media/311334/423.pdf>
- Final placement decisions are made by the school principal. (IB.AR Student Placement <http://www.epsb.ca/policy/ib.ar.shtml>)

What can I do to welcome parents into my school community?

- Listen to parents' requests with an open mind.
- Provide parents the opportunity to share information about their child and to describe their vision or goals for educational programming.
- Embrace families. Use positive statements when communicating with parents. Avoid "no" "if" and "buts". Positive statements include:
 - Your family is welcome here
 - Let's figure this out together
 - I'm committed to making it work
 - You are welcome to attend our school
 - I don't have all the answers
 - Let's work together to make it a success
- Keep parents informed of their child's progress.
- Provide support for the transition of students. Although transition comes up from year to year, special support should be given to student transitioning from K-1, 3-4, 6-7, 9-10 and upon high school completion.
- For parents who have limited understanding of English, ensure that an interpreter is available so that they can meaningfully participate in parent meetings at the school.
- Explain the roles and supports available from your Inclusive Learning team.

As a principal, what can I do to support my teachers to feel confident and capable in creating an inclusive learning environment?

- Assure teachers that support is available to assist them.
- Build a team approach. Foster collaboration amongst staff, as building an inclusive learning environment is the responsibility of the entire school staff.
- Provide mentoring, coaching and support as required.
- Support teachers in meeting the needs of all students by involving your Inclusive Learning team.
- Ensure that consultant's recommendations are considered in programming for students in your school.
- Build partnerships with community agencies. (Standards for Special Education, Amended June 2004, 8) <http://www.education.alberta.ca/media/311334/423.pdf>

What is the role of the Inclusive Education Parent and Community Advisory Committee?

- To serve as a vehicle to ensure continuing involvement of parent and community members in the District's implementation of an inclusive education system.
- To ensure and facilitate ongoing communication between the Administration (i.e., central leadership) and Committee members relating to district policy, regulation and/or practice regarding inclusive education.
- To provide information and advice at advisory meetings based on their perspective(s) and understanding of inclusive education. Information and advice provided are related to district matters involving the support of students in need of specialized supports and services.

How are members selected for the Advisory Committee?

- At the inception of the committee (spring 2012), in response to advertisements, interested parents and community members submitted a formal application, outlining their interest, related skills and abilities, and affiliation(s) with community or advocacy groups.
- Applications were screened, the intent of which was to seek a balance of representation, both of parents with children currently attending Edmonton Public Schools, and of other interested community members.
- Membership is for a two year term. Advertisement for new membership, for the Advisory Committee, will be conducted spring 2014.

What is the status of information on the district website about inclusive education program options and supports for students in need of specialized supports and services?

- Content of the website is currently being developed.

IDENTIFICATION

The identification of students in need of specialized services and supports are guided by the following sources:

- Standards for Special Education, Amended June 2004, 8
<http://www.education.alberta.ca/media/311334/423.pdf>
- School Act, Section 2, 47 (1), 20 D
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779749775
- Refer to Edmonton Public Schools Policies and Regulations, ,
<http://www.epsb.ca/policy/ib.ar.shtml>

How does identification occur?

- This process is described in the School Service Resource Manual prepared by Inclusive Learning services. It will soon be available on the District website.

APPROPRIATENESS

Programming and services are designed around the assessed needs of students and are provided by qualified staff, i.e., teachers and consultants.

PROGRAMMING

As a teacher, where do I start when I have a student requiring specialized supports and services?

- Review records on Pinpoint which includes previous IPP and specialized assessments.
- Review assessments from community agencies, Glenrose Hospital, CASA, GRIT, etc.
- Use the data, recommendations and information from classroom observations, HLATS and PATS to develop programming to support student(s) learning needs.
- Use observations and informal classroom assessments to support the development of educational programming to meet student's learning needs.
- Think about how to remove barriers and adapt the learning environment.
- Teach using a proactive, preventative model.
- Embrace consultation and collaboration with school colleagues as a means to support student learning for classroom-based service provision.
- Work with parent(s) and previous teacher(s) to gather additional information and strategies that were previously successful in supporting the student.
- Have conversations with parents and the school principal regarding student(s) concerns.
- Monitor student progress in an ongoing way using Assessment for Learning strategies.
- If further assistance is required, work with your principal to access your Inclusive Learning team for consultation.

How do I ensure programming meets the needs of students in need of specialized supports and services?

- Ensure that programming is aligned to Alberta Education's Program of Studies.
- Standards for Special Education Amended June 2004, states: Students with special education needs receive adapted or modified programming that enables and improves learning (p. 6) <http://www.education.alberta.ca/media/311334/423.pdf>

Adapted Programming

- Programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student (p. 3).
- Students receiving adapted programming are on graded curriculum and are working toward the learning outcomes of the Alberta Programs of Study, although often at a grade level different from the enrollment grade in one or more subject areas.

- Adapted programming involves the use of additional resources so a student can participate meaningfully in the learning environment.
- The student's IPP must reflect these adaptations. Students receiving adapted programming are assessed using the curriculum standards, although they may require access to a variety of formative and summative assessment methods to demonstrate their level of skills and knowledge
- Students who are gifted typically receive some form of adapted programming. These students work on the graded curriculum but may be significantly advanced in one or more areas in comparison to their peers.

Modified Programming

- Programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs (p. 4).
 - Students receiving modified programming are not on graded curriculum but receive programming that focuses on functional life skills and academic numeracy and literacy tasks at their instructional level. This is reflected in their IPPs.
- *Note – Very few students in Edmonton Public Schools require a modified program.
- Some students may receive regular programming in some subjects, adapted programming in others, and modified programming during other parts of the school day.

- These terms are used to differentiate programming using the graded curriculum and programming which is individually determined and focuses on development of personal independence.
- Ensure programming is meaningful and promotes active engagement, i.e., reflects students' strengths and interests.

What are requirements for instructional time?

Instructional time is guided by the *School Act*,

http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779749775 and supported by Alberta Education and Edmonton Public Schools Board Policies and Regulations, <http://www.epsb.ca/policy/contents.shtml>

- Instructional time for students requiring specialized supports and services must be consistent with instructional time for students enrolled in Edmonton Public Schools.
- Instructional time is mandated by Alberta Education; 950 hours per year for elementary and junior high and 1000 hours per year for high school students.
- Alberta Education and Edmonton Public Schools Board Policies and Regulations define instructional as: time scheduled for purposes of instruction, examination/testing, student activities where direct student-teacher interaction and supervision are maintained.
- Instructional time does not include: Teachers Convention, Professional Development Days, parent-teacher days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between

classes, recesses, and time taken for the registration of students or extracurricular activities.

- Recess and lunch periods are mandatory and clearly defined in Edmonton Public Schools Policies and Regulations.
- Not meeting minimum required instructional minutes results in a loss of programming time for students but could also impact revenue from the province.

What support is available for developing students' IPP's?

- Refer to student records posted on Pinpoint to review previous assessments and IPP to determine a starting point of IPP development for the school year
- Refer to EPS Individualized Program Plan Guidebook, located at [http://staffroom.epsb.ca/datafiles/Downloads and Resources/Publications/Special Education/IPP%20Guidebook%20Revisions%20Latest%20May%202012.pdf](http://staffroom.epsb.ca/datafiles/Downloads%20and%20Resources/Publications/Special%20Education/IPP%20Guidebook%20Revisions%20Latest%20May%202012.pdf)
- Powerschool IPP, located at [http://staffroom.epsb.ca/datafiles/Downloads and Resources/Presentation to lead teachers- Sept. 2011.pdf](http://staffroom.epsb.ca/datafiles/Downloads%20and%20Resources/Presentation%20to%20lead%20teachers-Sept.2011.pdf)
- IPP Contact Guide, located at [http://staffroom.epsb.ca/datafiles/Downloads and Resources/Publications/Special Education/IPP%20Key%20Contact%20Guide%20May%202012.pdf](http://staffroom.epsb.ca/datafiles/Downloads%20and%20Resources/Publications/Special%20Education/IPP%20Key%20Contact%20Guide%20May%202012.pdf)
- Consult with your principal about assessing your Inclusive Learning team for further assistance in preparing IPP's.

What is the role of the principal in the development of the IPP?

- Ensure that teachers understand that they are responsible for preparing students IPP's.
- Ensure that students who meet the criteria for an IPP have one. "School boards must ensure that IPP's are developed, implemented, monitored and evaluated for all students identified as having special education needs" (Standards for Special Education, Amended June 2004, p. 10) <http://www.education.alberta.ca/media/311334/423.pdf>.
- Ensure that all IPP's are updated throughout the year. IPP's are updated a minimum of 3 times each year.
- Review and understand the contents of the IPP Guidebook and IPP Key Contact Guide to support teachers.
- Ensure all components of the IPP are accurately completed in a timely manner. The IPP should be prepared by the first reporting period and build reviews dates at the next two reporting periods. Newly coded students need to have an IPP within a reasonable time frame, e.g., 6-8 weeks.
- Ensure parents have a meaningful role in the development of the IPP and opportunity to review the completed IPP and make contributions as necessary
- Use the IPP to monitor student's learning progress.

What if a parent refuses to sign the IPP?

- The school is obligated to document the parent's reasons for not signing the IPP. Action taken to resolve this matter must be documented. This information is to be included in the Parental Input Section of the IPP.

How does Universal Design for Learning and Pyramid of Intervention support the programming for students in need of specialized supports and services?

- An understanding of Universal Design for Learning (UDL) and the Pyramid of Intervention are critical to supporting students in need of specialized supports and services.
- "Most important, the model relies on, and ultimately enhances core principles of effective education: high quality instruction, evidence-based individualized student support, consistent evaluation of outcomes, ongoing professional development and collaboration among teachers/school staff, and Inclusive Learning team members with families and the community" (Canter, Klotz and Cowan, 2008). For additional information about how UDL and the Pyramid of Intervention, please refer to the School Service Resource Manual prepared by Inclusive Learning as well as information on the district share site at tinyurl.com/cnqddrs.

STAFF DEVELOPMENT/TRAINING

What professional learning is available for schools to support students in need of specialized supports and services?

- Professional Learning (PL) is available from Support for Staff and Students (SFSS) and Inclusive Learning (IL). Please refer to the District website or Need to Know News for information about these learning opportunities.
- There are eight District demonstration sites showcasing effective implementation of strategies to support inclusion. Each of the schools features a video depicting best practice of inclusive education and will have a conversation guide for schools to use as an instructional resource. These will soon be available on the District website for school staffs to review. The eight schools will act as demonstration sites for district staff visitation and participation in authentic professional learning.
- On October 23, 2012 and January 23, 2013, IL and SFSS are hosting District PL describing best practices and implementation of strategies to support all learners.
- ERLC offers a wide range of inclusive education Professional Learning opportunities <http://www.eric.ca/>.
- Alberta Education has developed numerous resources supporting the inclusion of students:
 - Making a Difference: Meeting diverse learning needs with differentiated instruction located at <http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx>
 - Documents related to specific disabilities www.education.alberta.ca/admin/special/resources.aspx

How do district hiring practices of teachers support Inclusive Education?

- Human Resources (HR) screens all applications.
- Applicants are screened for an understanding of inclusive education as well as background, training and experience in special education.
- Questions about special education and inclusive education are asked during the screening interview.

How is the District supporting inclusion through recruitment and training of educational assistants?

- HR has taken a number of steps to ensure that the District is able to attract and prepare educational assistants to effectively support students in an inclusive educational environment. These include:
 - Messaging to prospective applicants which clearly articulates that Edmonton Public Schools is an inclusive school district
 - Screening which entails identification of applicants with a breadth of experience that aligns to the diversity and complexity of students
 - Hiring graduates from the Special Needs Educational Assistant Program at MacEwan University
 - Establishing a staff development program to meet the needs of educational assistants. This staff development program will be implemented in the 2012-2013 school year.

SUPPORTS AND SERVICES

How do I find out what supports and services are available to support my students in need of specialized supports and services?

- Contact your Inclusive Learning team.
- Explore community agencies to coordinate services that could provide support for your students.

How do I establish a formal partnership with a community agency?

- The Policy and Partnership Framework allows schools and partners to work together through a formalized process.

ACCOUNTABILITY

What is Inclusive Learning's role in reporting, monitoring and evaluating the effectiveness of programming for students in need of specialized supports and services?

- Preparation and presentation of the Annual Report for trustees
- Preparation (of the Annual Report) entails the inclusion of data from the fall 2012-2013 District Centre Special Education Program Reviews as well as data reflecting student achievement and high school completion.

What is the school's role in reporting, monitoring and evaluating the effectiveness of programming for students in need of specialized supports and services?

- Principals are responsible for monitoring and evaluating student growth and learning at the school level
- Principals must be able to articulate school initiatives related to creating one inclusive educational environment.

STATISTICAL DATA ON STUDENTS WITH SPECIAL EDUCATION NEEDS

Numbers and Distribution of Students with Special Education Needs

- There are currently 11,141 District students or children with special education coding. **Table 1** shows this distribution by coding category by division.
- There are currently 4778 students, Grades 1-12, and 833 children, pre-K and K, with special education coding attending District special education sites. **Table 2** shows the number of students attending each program, by division.
- About 50 per cent of students with special education coding, pre-K to Grade 12, currently attend district site classrooms.

Table 1: Number of Students with Special Needs by District Eligibility Type and Division1
2012-2013

Student Group/Eligibility Type	Pre-K	K	Div 1	Div 2	Div 3	Div 4	Total
Academic Adaptations							
Gifted & Talented			125	347	616	1	1089
Literacy				203	391	115	709
Learning Disability			237	904	954	574	2669
Cognitive Disability							
Mild/Moderate Cognitive			227	322	426	526	1501
Severe Cognitive			4	9	17	19	49
Physical and/or Medical Dis.							
Moderate Phys and/or Med			49	57	89	116	311
Severe Phys and/or Med			127	136	148	178	559
Sponsored Special Needs			1	5	11	10	27
Pervasive Developmental							
Autism Spectrum			181	143	121	114	559
Sensory Disabilities							
Communication Disability			61	29	2		92
Deaf or Hard of Hearing			24	32	30	41	127
Visual Impairment				9	6	13	28
Behaviour and Development							
Mod. Emotional/Behavioural			30	20	21	15	86
Sev. Emotional/Behavioural			294	368	265	180	1107
ECS Funded							
PUF and Mild/Mod	839	1299					2138
	839	1299	1360	2584	3097	1902	11081

Table 2: Number of Students Attending District Centre Special Education Programs 2012-2013

PROGRAM	Division I (gr: 1-3)	Division II (gr: 4-6)	Division III (gr: 7-9)	Division IV (gr: 10-12)	Totals 2013	Change from March 30, 2012
Behaviour and Learning Assistance (BLA) ¹	191	238	187	0	616	-4.2%
BLA- Aspen Program (directed placement)		5	23	41	69	+23.2%
BLA –Opportunity ²		14	17	0	31	-29.5%
Gifted and Talented –Challenge ³	175	190	499	0	864	+20.3%
Gifted and Talented –Extensions ⁴	3	9	0	0	12	+140%
Community Learning Skills (CLS) ⁵	29	32	50	55	166	+7.1%
CLS-BLA ⁶	6	8	23	10	47	+34.3%
Deaf and Hard of Hearing (DHH) ⁷	15	19	10	20	64	-4.5%
Individual Support Program (ISP) ⁸	23	13	19	33	88	+12.8%
Interactions ⁹	66	72	66	50	254	+15.5%
Literacy ¹⁰	0	112	332	0	444	-17.6%
Opportunity ¹¹	144	291	410	290	1135	-6.4%
Strategies ¹²	70	351	414	39	874	1.7%
Strategies – French Immersion	0	20	0	0	20	-28.6%
Tevie Miller Heritage School ¹³	69	32	3	0	104	-11.9%
Early Education	883*	0	0	0	883	-5.0%
	1674	1406	2053	538	5671	+1.1%

(data from SNAP as of March 28, 2013)

*The Early Education total reflects Early Education = 883

This program is designed to accommodate students with:

¹ Diagnosed severe behavioural difficulties

² Mild cognitive delays with diagnosed severe behavioural difficulties

³ High cognitive and academic abilities

⁴ Extremely high cognitive abilities and with a need to develop social/emotional strategies

⁵ Moderate cognitive delays

⁶ Moderate cognitive delays with diagnosed severe behavioural disorders

⁷ Moderate to profound hearing loss. Alberta School for the Deaf

⁸ Severe to profound cognitive delays, including physical, sensory, or behavioural disabilities

⁹ A diagnosis on the autism spectrum and requiring significant support

¹⁰ Low average to average cognitive abilities and experience significant academic and social delays

¹¹ Mild cognitive delays with significant academic and social delays

¹² Average to above average cognitive abilities and diagnosed with a learning disability

¹³ Low average or greater abilities and with a diagnosed significant speech language delay

Accountability Pillar and District Satisfaction Survey Data

- There are three questions from the annual Alberta Education Accountability Pillar survey of teacher and parent satisfaction that relate, though imprecisely, to special education. These are:

“How satisfied or dissatisfied are you that students in your school can access the following services in a timely manner at school when needed?”

- *Student assessment services for students with learning difficulties*
- *Supports for students with special needs”* (Teacher questions); and:

“How satisfied or dissatisfied are you with the special support your child has received at school?” (Parent question).

Figure 1 shows the five-year results for each of these three questions, comparing District results to provincial results. District teachers and parents have consistently reported greater satisfaction on each question than the average provincial response.

- The annual District satisfaction survey includes two questions on the principal survey that relate directly to special education: *“To what extent are you satisfied with the availability of appropriately qualified staff for special needs programs?”*; and *“To what extent are you satisfied with the accommodation of special needs students in the District?”* **Figures 2 and 3** shows the five-year results for the two principal questions.

Figure 1: Students in District Site Special Education Programs by Division. March 2013

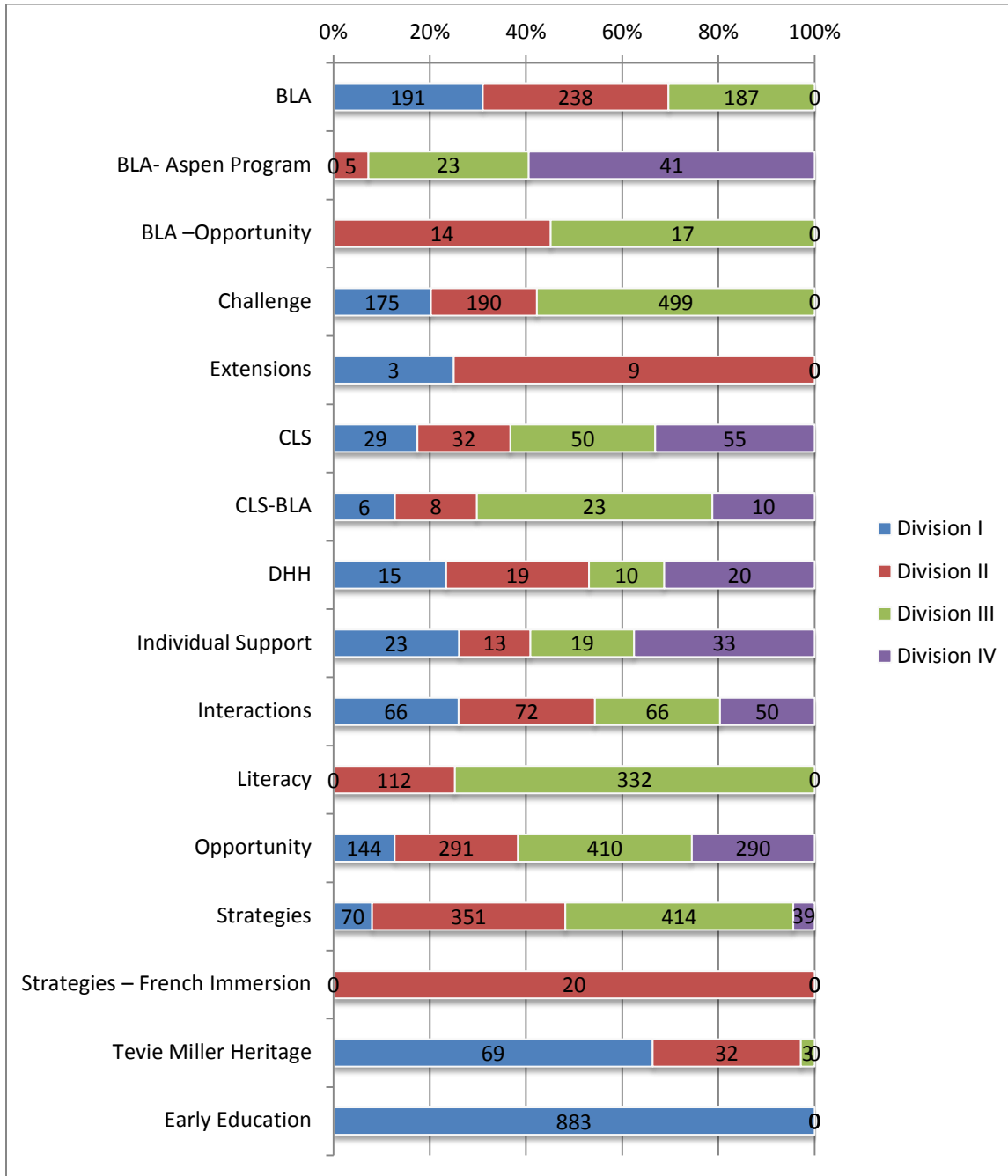


Figure 2: Accountability Pillar Questions:
 Teacher and Parent Satisfaction Levels on Questions Relating to Special Needs

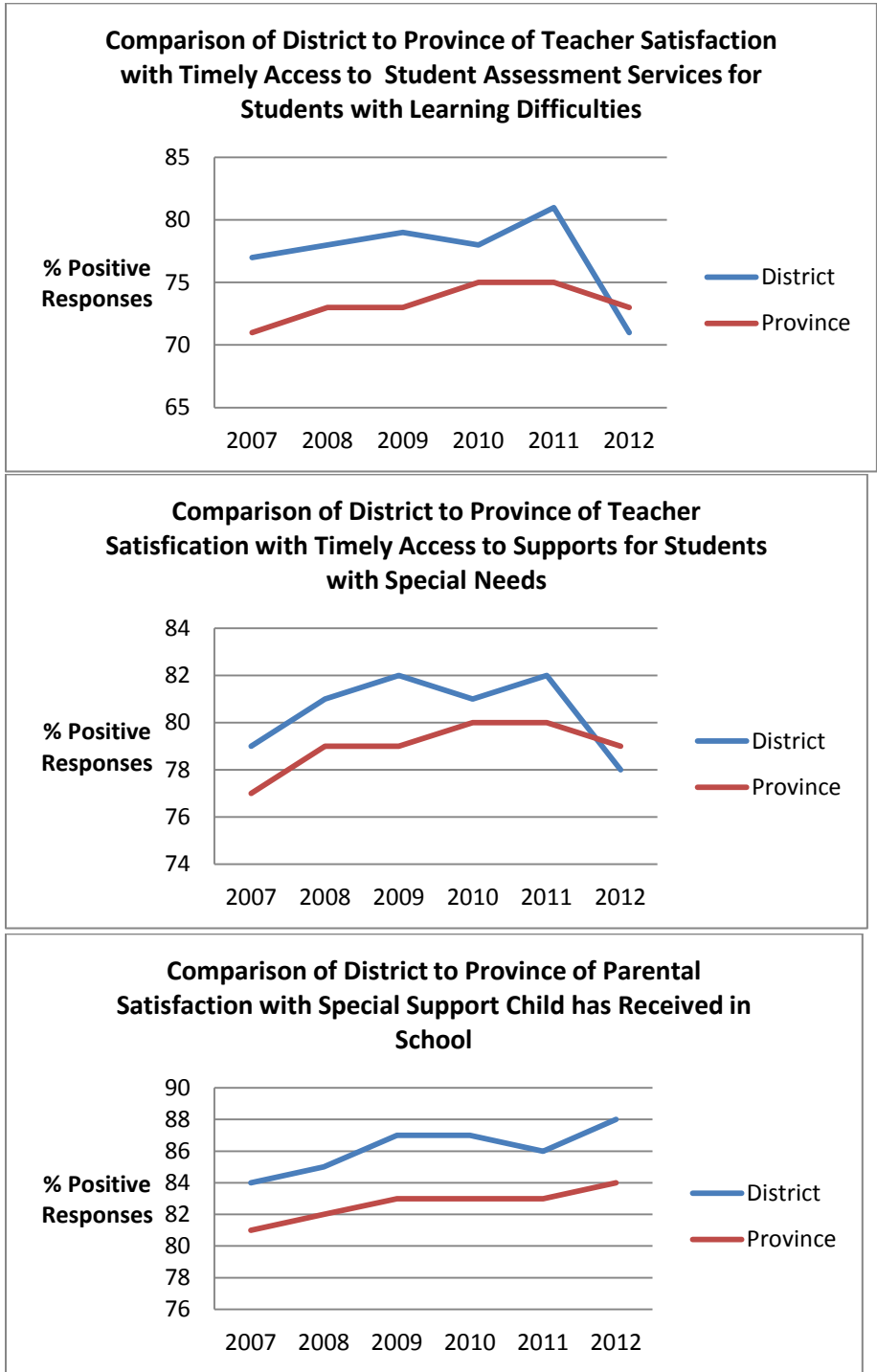
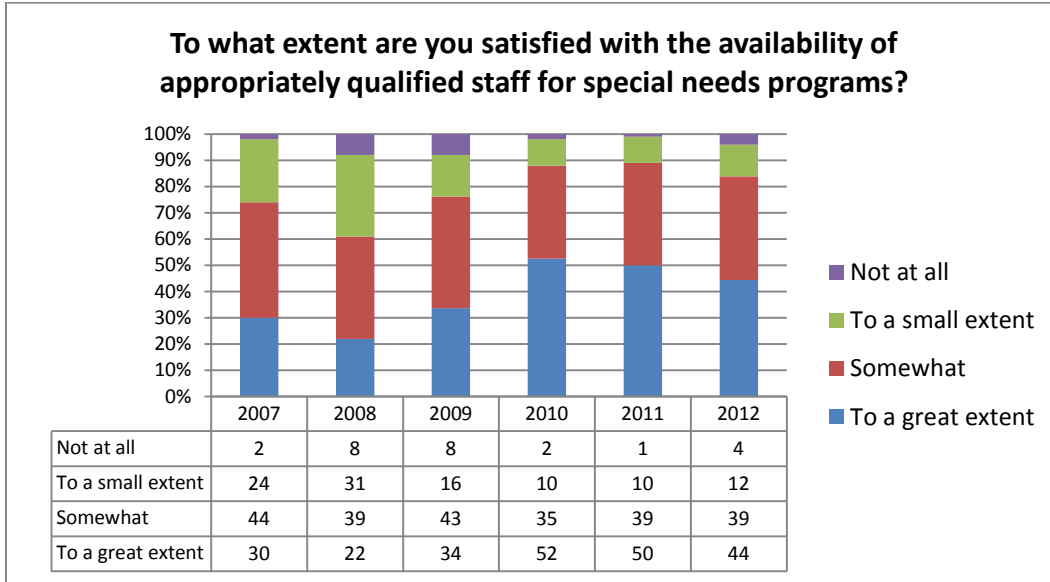
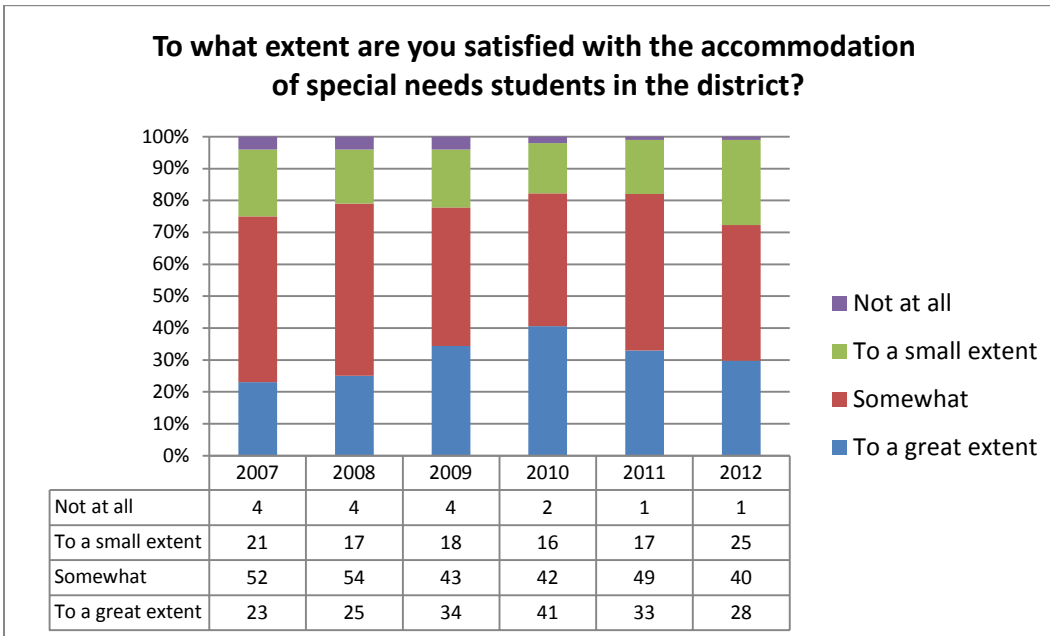


Figure 3: District Satisfaction Survey 2012: Principal Questions



(Numbers are percentages)



(Numbers are percentages)

Achievement on the Graded Curriculum

- **Table 3** reports 2011-2012 HLAT achievement levels in terms of average difference between HLAT scores in reading and writing, in comparison to grade of enrolment, by special needs eligibility type.
- **Table 4** reports absences and exclusions by special needs eligibility type.
- **Figures 5-10** report 2011-2012 Provincial Achievement Test results, for Grades 3, 6 and 9 English Language Arts and Mathematics, by special needs eligibility type.
- **Tables 5 and 6** show 2011-2012 high school participation, average credit counts, and credit distribution by special needs eligibility type.

Table 3: HLAT Scores (2012): Average Difference between HLAT Score Grade Level of Achievement and Students' Registered Grade

Student Group	Eligibility Type	Reading Grade Level Differential	Writing Grade Level Differential
All students	All	0	-0.2
Academic Adaptations	Gifted and Talented	1.1	0
	Literacy	-1.4	-1.2
	Learning Disability	-0.7	-0.5
Cognitive Disability	Mild/Moderate	-2.4	-2.3
	Severe	--*	--*
Physical and/or Medical	Moderate	-1.1	-1.2
	Severe	-1.2	-1.5
	Sponsored Special Needs	-3.4	-3.1
Pervasive Developmental	Autism Spectrum	-1.1	-1.5
Sensory Disabilities	Communication	-0.9	-1.2
	Deaf/Hard of Hearing	-1.6	-1.7
	Visual Impairment	-0.8	-0.4
Behaviour Disorders	Moderate	-0.7	-0.6
	Severe	-0.7	-0.8

* These students are off the graded curriculum

Table 4: HLAT Absences and Exclusions (2012)

Student Group	Eligibility Type	Number of Students		Absent Reading		Exempt Reading		Absent Writing		Exempt Writing	
		2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
All students	All	50690	47446	1369	941	523	529	1416	918	462	455
Academic Adaptations	Gifted and Talented	1247	1134	2	6	0	0	2	5	0	0
	Literacy	917	698	44	21	0	0	50	26	0	0
	Learning Disability	2042	1969	29	40	3	1	32	32	2	1
Cognitive Disability	Mild/Moderate	1150	993	31	22	96	90	38	23	78	74
	Severe	39	31	1	0	38	31	1	0	38	31
Physical and/or Medical	Moderate	212	194	9	7	4	10	10	4	4	7
	Severe	446	367	18	11	116	106	16	9	109	107
	Sponsored Special Needs	22	17	4	1	6	2	2	1	5	3
Pervasive Developmental	Autism Spectrum	316	338	7	9	154	140	7	9	151	139
Sensory Disabilities	Communication	83	83	0	4	1	3	0	2	0	1
	Deaf/Hard of Hearing	87	89	7	1	1	9	5	3	6	8
	Visual Impairment	19	14	1	0	5	3	0	0	3	2
Behaviour Disorders	Moderate	69	66	4	5	1	0	4	4	0	0
	Severe	963	797	57	40	21	23	44	40	17	17

Figure 4: HLAT Absences and Exclusions (2012)

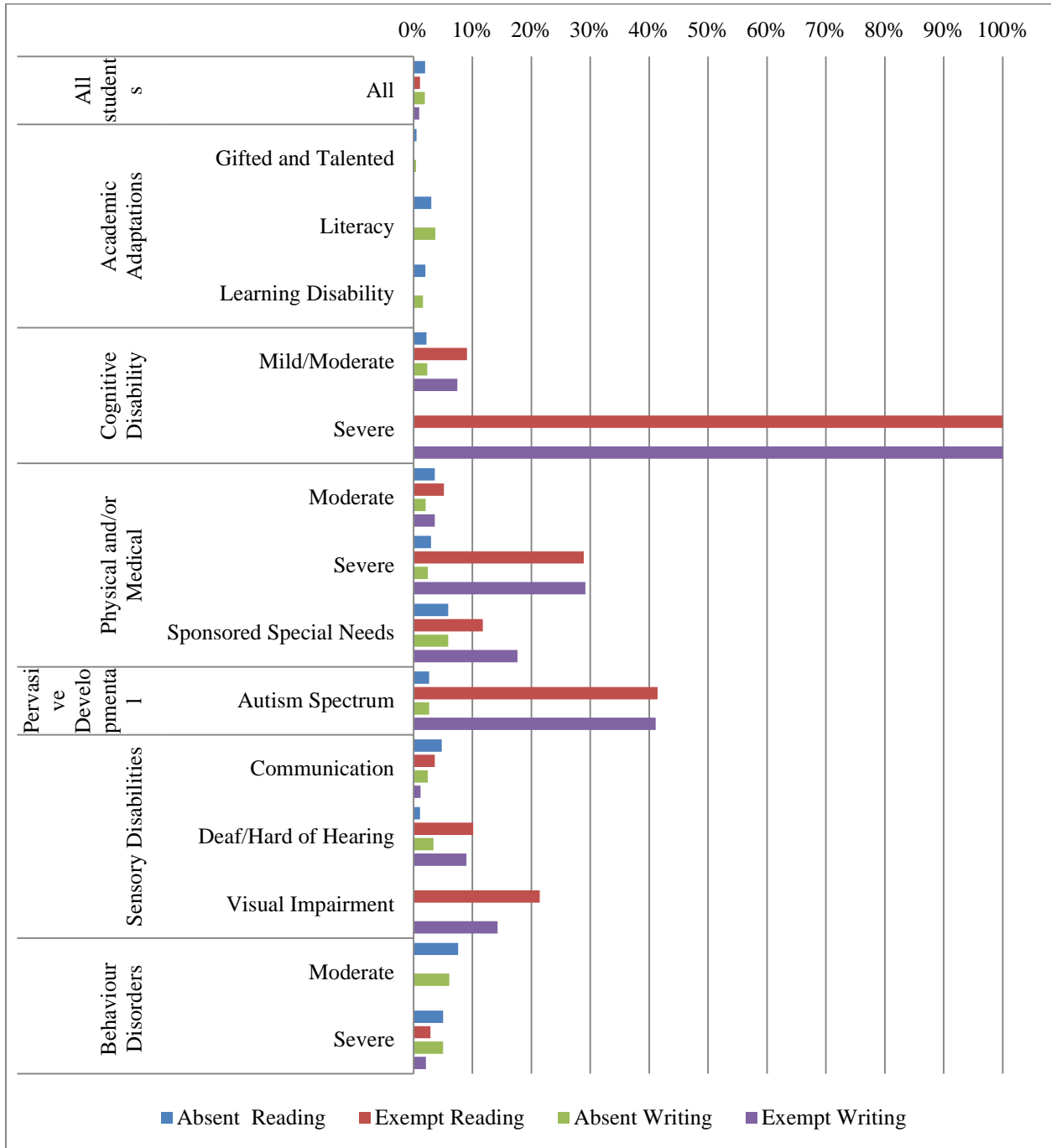
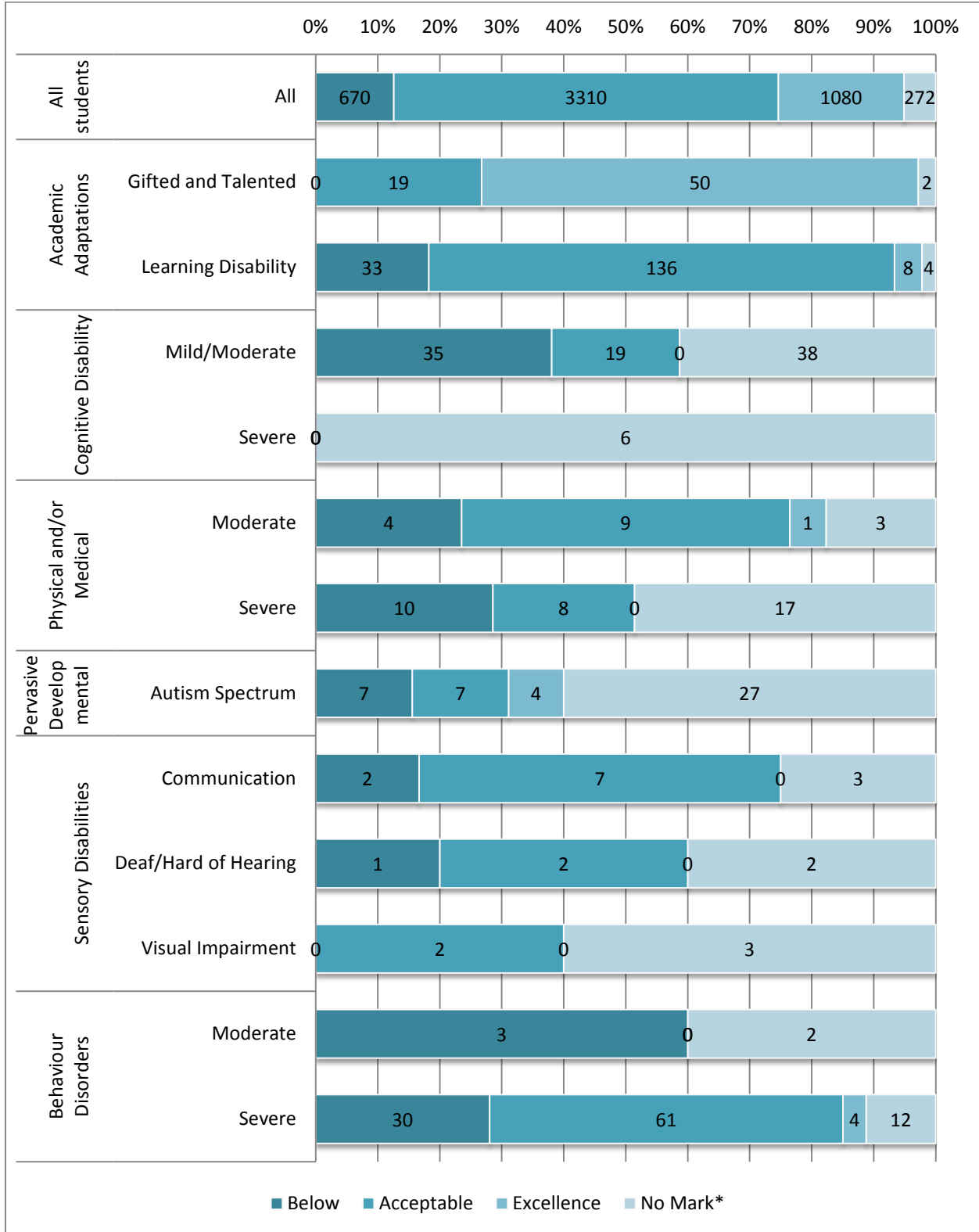


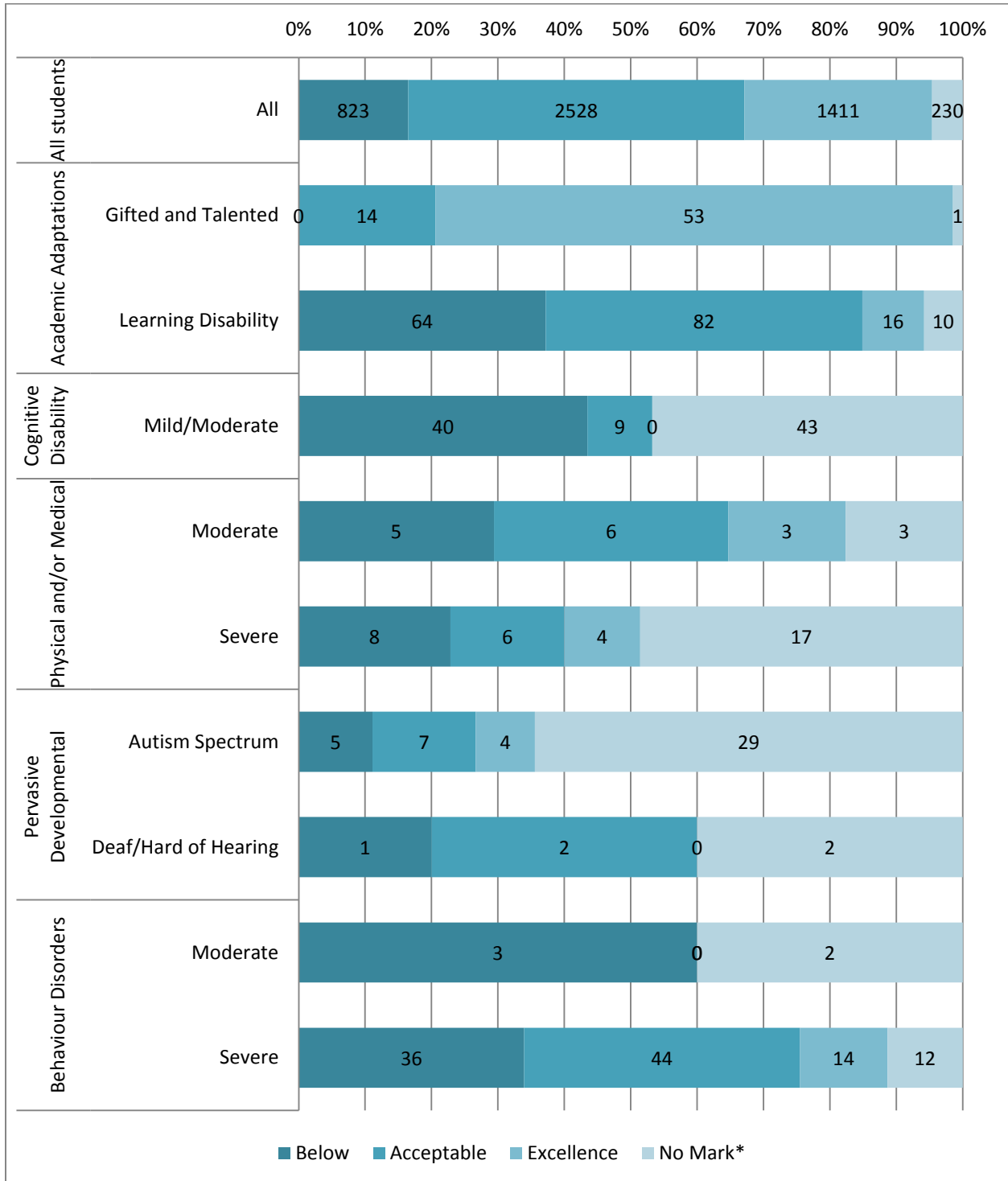
Figure 5: PAT Grade 3 English Language Arts 2011-2012



Notes:

* “No Mark” includes students exempted, absent, or unscorable/incomplete.

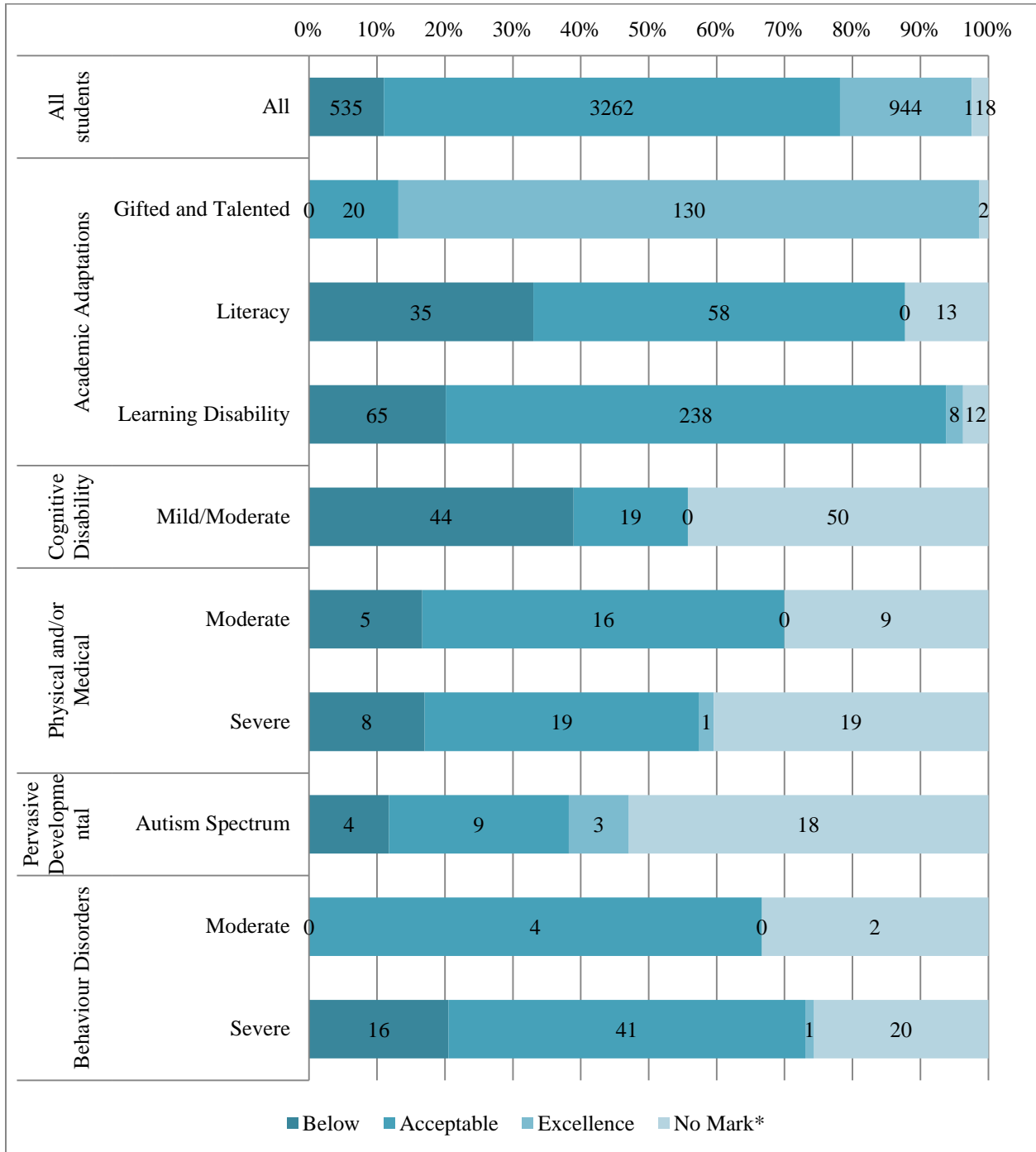
Figure 6: PAT Grade 3 Mathematics 2011-2012



Notes:

* “No Mark” includes students exempted, absent, or unscorable/incomplete.

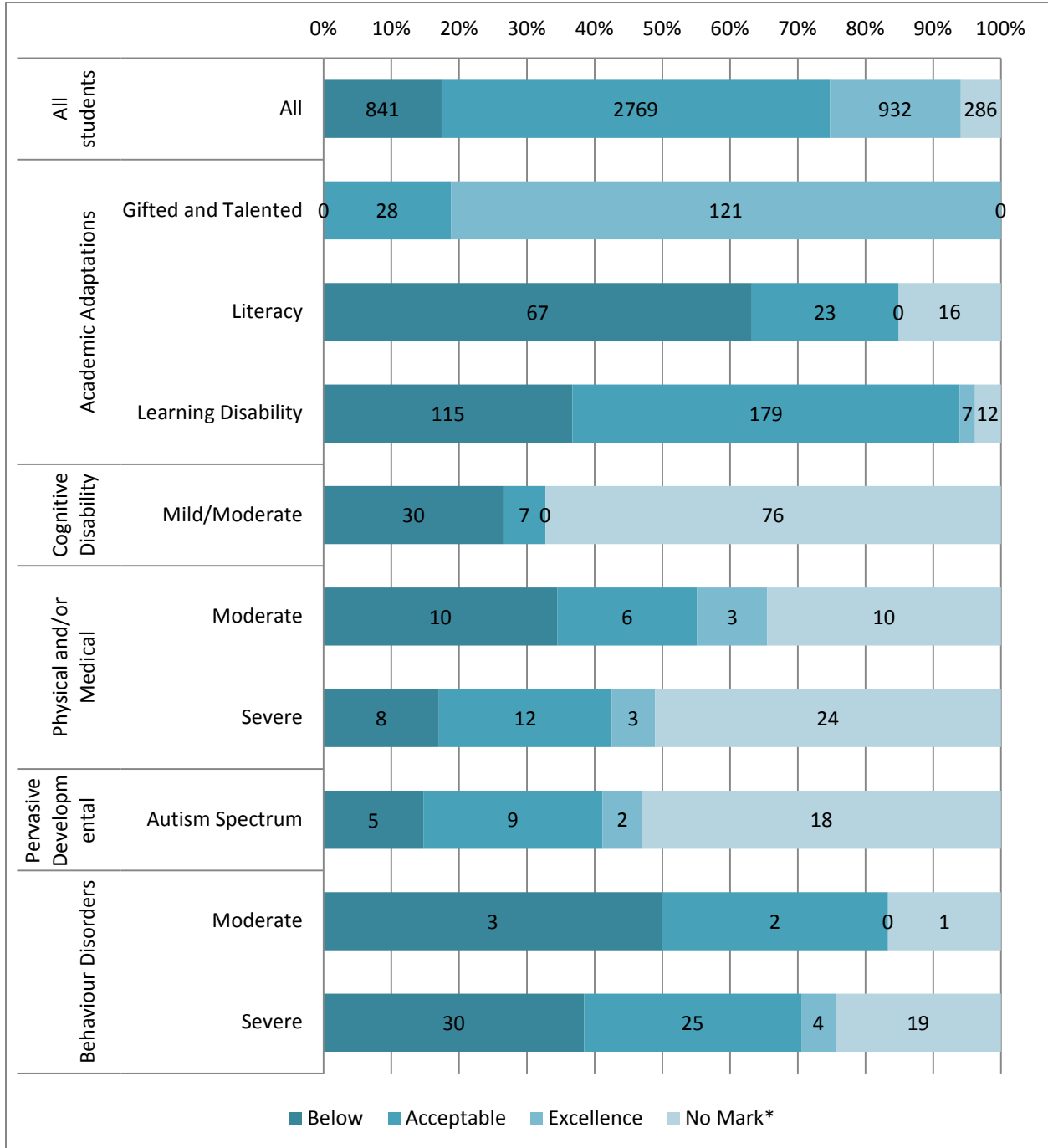
Figure 7: PAT Grade 6 English Language Arts 2011-2012



Notes:

* “No Mark” includes students exempted, absent, or unscorable/incomplete.

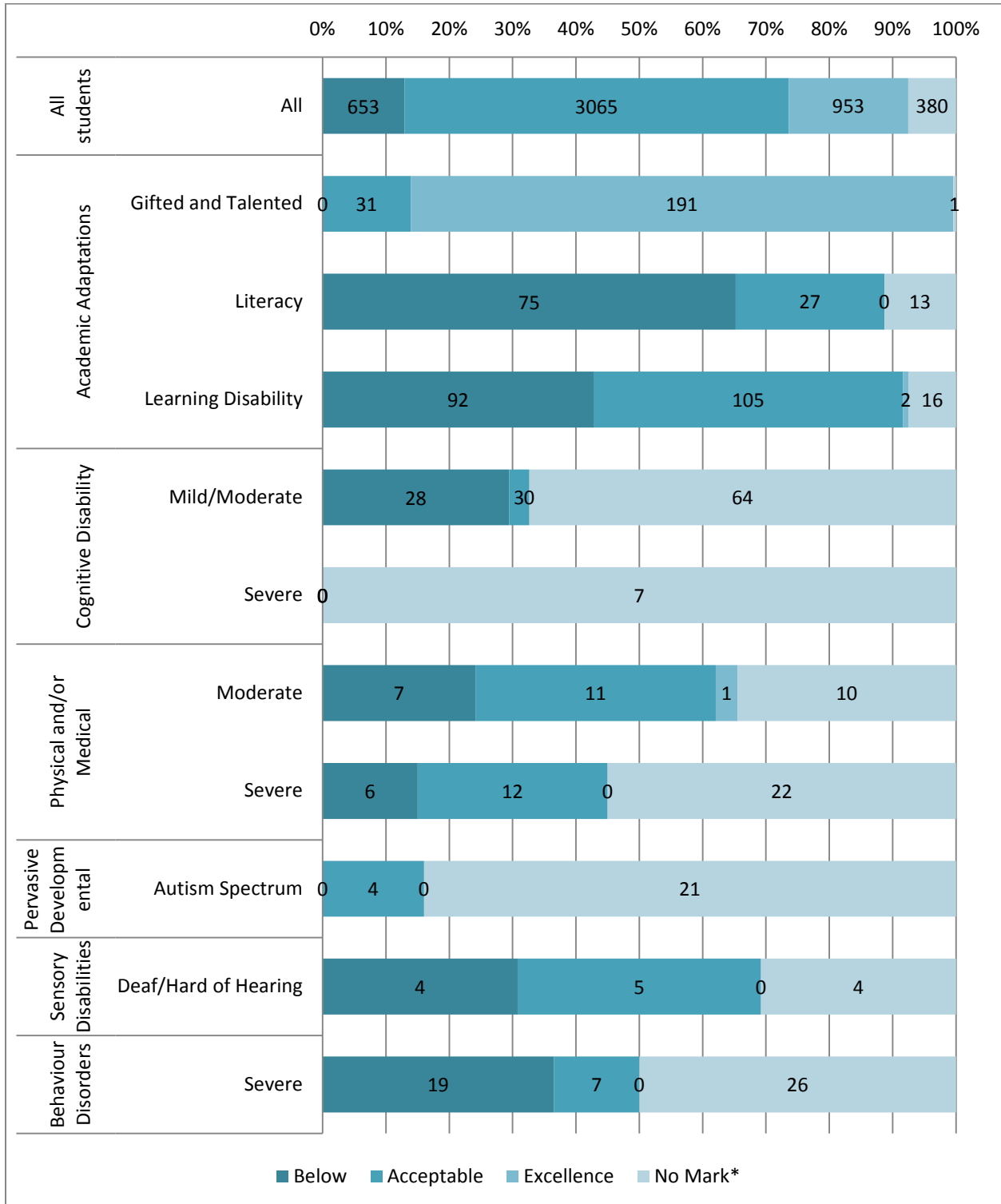
Figure 8: PAT Grade 6 Mathematics 2011-2012



Notes:

* “No Mark” includes students exempted, absent, or unscorable/incomplete.

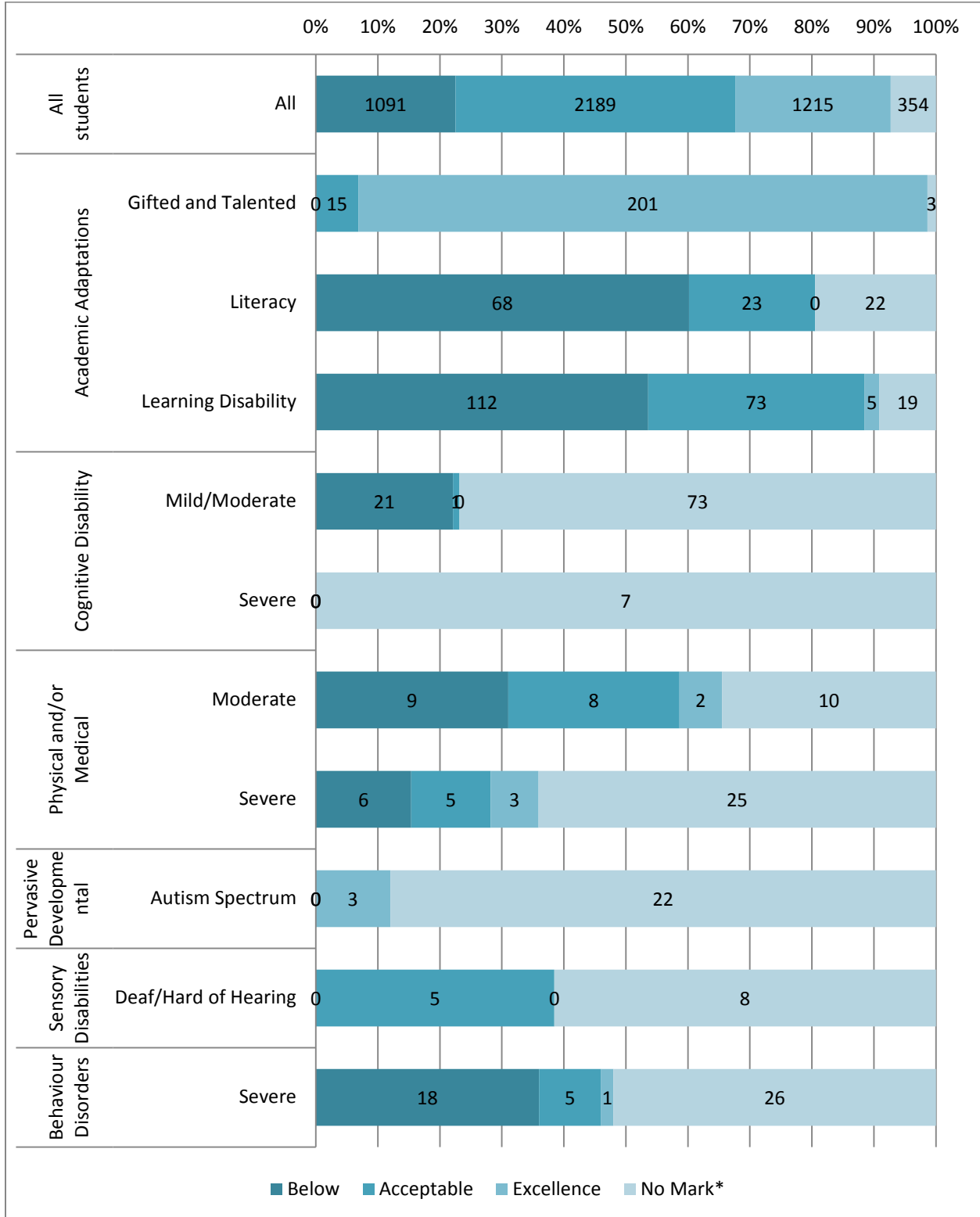
Figure 9: PAT Grade 9 English Language Arts 2011-2012



Notes:

* “No Mark” includes students exempted, absent, or unscorable/incomplete.

Figure 10: PAT Grade 9 Mathematics 2011-2012



Notes:

* “No Mark” includes students exempted, absent, or unscorable/incomplete.

Table 5: High School Registration of Students* with Special Needs by District Eligibility Type 2012-2013*

Student Group	Eligibility Type	Active in EPSB	Inactive in EPSB**	% Active (2013)	Change from 2012
All students	All	5003	1337	79%	0%
Academic Adaptations	Gifted and Talented	250	11	96%	+5%
	Literacy	154	66	70%	0%
	Learning Disability	123	45	73%	-3%
Cognitive Disability	Mild/Moderate	117	50	70%	+3%
	Severe	8	2	80%	+5%
Physical and/or Medical	Moderate	25	5	83%	0%
	Severe	45	21	68%	-5%
	Sponsored Special Needs	5	5	50%	+10%
Pervasive Developmental	Autism Spectrum	32	5	86%	0%
	Communication	1	0	100%	+50%
Sensory Disabilities	Deaf/Hard of Hearing	6	0	100%	0%
	Visual Impairment	2	0	100%	0%
	Behaviour Disorder	Moderate	5	9	36%
	Severe	60	70	46%	-6%

(Data current as of May 28, 2013)

Notes:

* Based on the cohort of students that was registered in Grade 9 on September 30, 2008 and should, under normal circumstances, be in Grade 12 for the 2011-12 school year.

** Students indicated as “Inactive” have, in all likelihood, either withdrawn or moved out of the district. Further differentiation cannot be determined.

Table 6: High School Credit Distribution of Students* with Special Needs by District Eligibility Type 2012-2013*

Student Group	Eligibility Type (Grade 9)	Average No. of Credits**	Number of Students with:				
			0-20 Credits	21-40 Credits	41-60 Credits	61-80 Credits	81+ Credits
All students	All	72	1031	346	530	1760	2673
Academic Adaptations	Gifted and Talented	88	3	3	7	27	221
	Literacy	52	48	23	38	63	48
	Learning Disability	59	27	13	20	69	39
Cognitive Disability	Mild/Moderate	43	62	18	19	42	26
	Severe	--***	--	--	--	--	--
Physical and/or Medical	Moderate	57	4	3	7	9	7
	Severe	36	31	7	10	10	8
	Sponsored Special Needs	34	5	1	1	2	1
Pervasive Developmental	Autism Spectrum	12	28	5	1	2	1
	Communication	--***	--	--	--	--	--
Sensory Disabilities	Deaf/Hard of Hearing	38	2	1	1	1	1
	Visual Impairment	--***	--	--	--	--	--
Behaviour and Development	Moderate	25	9	2	0	2	1
	Severe	27	67	17	20	20	6

Notes:

* Based on the cohort of students that was registered in Grade 9 on September 30, 2009 and should, under normal circumstances, be in grade 12 for the 2012-13 school year.

** It takes 100 credits to graduate from high school. Those with 81+ credits at this current date will likely graduate this year. The fewer the actual credits to this current date, the greater the likelihood the students will not graduate, or get a Certificate of Completion, within two further years.

***Details are not provided for cohorts with fewer than 5 students.

Students Off the Graded Curriculum

- **Table 7** shows the number of student off the graded curriculum by eligibility type.

Table 7: Students with Special Education Needs: Students off the Graded Curriculum 2012*

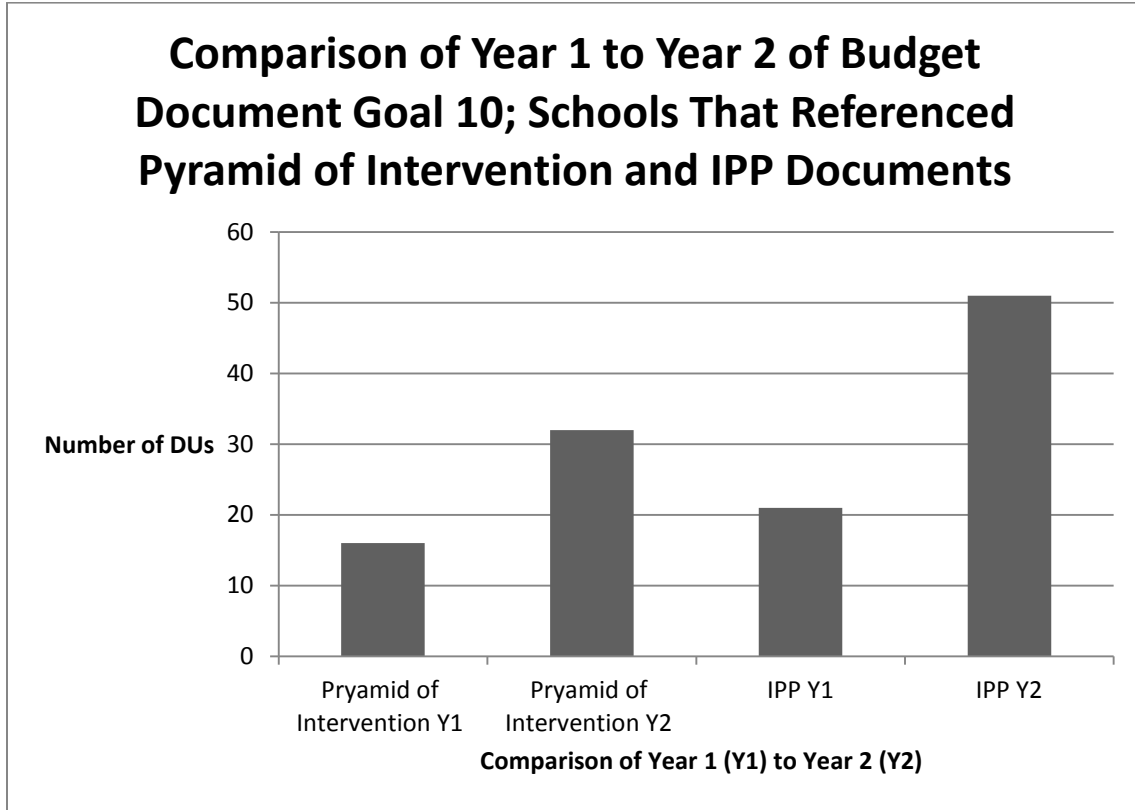
Student Group (1-12)	Eligibility Type	Total Number of Students	Students <u>OFF</u> Graded Curriculum*	Percentage <u>ON</u> graded Curriculum
All students	All	83472	2302	97.2%
Academic Adaptations	Gifted and Talented	1089	0	100.0%
	Literacy	709	2	99.7%
	Learning Disability	2669	8	99.7%
Cognitive Disability	Mild/Moderate	1501	112	92.5%
	Severe	49	31	36.7%
Physical and/or Medical	Moderate	311	7	97.7%
	Severe	589	120	79.6%
	Sponsored Special Needs	27	3	88.9%
Pervasive Developmental	Autism Spectrum	559	167	70.1%
	Communication	92	1	98.9%
Sensory Disabilities	Deaf/Hard of Hearing	127	9	92.9%
	Visual Impairment	28	2	92.9%
Behaviour and Development	Moderate	86	2	97.7%
	Severe	1107	33	97.0%

Notes:

* This metric has some inherent imprecision. The number of students is based on the District September 30, 2012 counts. Students off the graded curriculum require significant programming accommodations. The number of students off the graded curriculum is measured by the number of students who are registered in Edmonton Public Schools (excluding home schooling) but are registered in no classes. It is likely that, due to variability in how schools determine class registration, some students were missed with this counting method, but their numbers should be small.

School Budget Planning Documents

Goal 10 in the School Budget Planning Document is “Enable Inclusive Learning Environments in all Schools.” The graph illustrates the number of schools that referenced using the Pyramid of Intervention and IPPS to support their in developing inclusive learning environments for students.



DATE: May 14, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Update on Development of District Partnership Framework (Response to Request for Information #263)

ORIGINATOR: Tanni Parker, Assistant Superintendent, Student Learning Services

RESOURCE STAFF: Karen Bardy, Nancy Petersen, Carol Symons

REFERENCE: March 5, 2013 Board Meeting (Trustee Cleary)

ISSUE

The following information has been requested: Provide an update on the work of the Policy and Partnership Unit specifically as it relates to the Partnership Framework.

BACKGROUND

The Superintendent of Schools has stated that partnerships with community will be a fundamental strategy to meeting the goal of successful school completion for all district students. To lead this work, a new department, Policy and Partnership Frameworks, was established and placed within Executive Services. This department has been tasked to create a District Partnership Framework to support district leaders working with the community in a manner that will enhance and support the educational success of students.

Staff examined existing local, provincial and national models of school-community work, reviewed current literature, and consulted with stakeholders to gain a variety of perspectives around school-community relationships, prior to initiating and during the development of a partnership framework. Through this work the following was revealed:

- As schools strive to ensure successful learning for all students, there are times when the needs of the whole child must first be supported. In order to do so effectively, schools rely on members of the broader community to bring financial, human and programming resources directly into the school setting.
- Schools are a natural point of access for community to connect with students and families for the provision of non-educational services and programs.
- Schools currently have many working relationships with agencies, organizations and members of the community that result in a positive impact for students and families.
- The principal plays a critical role in the successful implementation of a school-community relationship; the principal's work to support each relationship with community is time-intensive, ongoing and relationship-based.
- A principal relocation may be a vulnerable transition for a school-community relationship.
- Previously the District did not have an articulated body of practice to guide district leaders in their work with community. This lack of articulated practice created challenges and vulnerabilities.

- The new *Education Act* establishes and supports the key role community will play in the work towards school completion for Alberta's students.

In developing the District Partnership Framework, first priority was given to establishing a common language and way of framing the work with community. This has resulted in the development of a document, the School-Community Relationships Identifier (SCRI) (Attachment I). The SCRI is foundational to the development of the overall District Partnership Framework.

CURRENT SITUATION

- A recommendation report introducing the SCRI was brought forward to the Executive Team in fall of 2012, where it was approved.
- A second tool, called the Tracking Form, is being developed in collaboration with Human Resources and Communications to assist principals in their work to monitor, support and celebrate the various relationships between their schools and the community. A sample has been provided to show content of the Tracking Form; the final product will be electronic and formatted differently (Attachment II).
- Both the SCRI and the Tracking Form are components of a larger electronic toolkit that is being developed to serve as a resource and support for district leaders in their work with community.
- Work has been done to establish processes, templates, and document management protocols to support formal, signed agreements between the District and a community organization.
- Policy and Partnership Frameworks has acted as a point of entry for members of the community wishing to explore a potential working relationship with the District. The department's role is:
 1. to assess community requests;
 2. to ensure an initiative's alignment to District Priorities;
 3. to assist community organizations in better understanding how they can successfully work within the school setting;
 4. to engage with or transition to other Central departments as appropriate to best support a given community relationship; and
 5. to help best position a community resource or support within the District.
- Through building relationships with members of the school nutrition service sector, Policy and Partnership Frameworks is currently co-facilitating, along with The United Way, a community conversation around school-based nutrition programs. There are also four district principals participating in this process. The anticipated outcomes of the work are to create more coordinated and informed models of service delivery and to examine realistic responses to current funding challenges within the sector.
- Existing models of school-community work, such as the Partners for Kids school cohort and Braemar-Terra, have been used to better understand the role of the principal and potential areas of professional development for staff in a school setting with significant community-provided programming supports and services.
- Policy and Partnership Frameworks participates at a provincial table whose mandate is to develop a provincial toolkit to support school-community work.

KEY POINTS

- Working with community is a key strategy towards meeting the following District Priorities:
 1. Provide supports and programs that will enable all students to complete high school.
 2. Deepen students' understanding of equity and empathy as key citizenship traits.
 3. Ensure all students and their families are welcomed, respected, accepted and supported in every school.
 4. Promote health and wellness for all students and staff.
- School is a natural point of access for community organizations in providing services and programming for the whole child.
- The school principal plays a critical role towards the successful implementation of school-community relationships.
- Policy and Partnership Frameworks has been tasked with the development of a District Partnership Framework; a foundational document, the SCRI has been approved and a toolkit to support district leaders is under development.
- Examples of the types of components that will be in the District Partnership Framework are: a community point of entry process; exemplars and templates to support practice; a toolkit to assist leaders; and a means to recognize community involvement in schools that will be displayed on individual school websites.
- The development of a District Partnership Framework structured around a set of common practices will address current challenges and vulnerabilities. This will enable the District to more strategically capitalize on the capacity, skills and resources available through community-based services, and will increase the positive impact of non-educational supports for students within the school setting.

ATTACHMENTS & APPENDICES

ATTACHMENT I School Community Relationships Identifier

ATTACHMENT II Sample Tracking Form

NP:il



EDMONTON PUBLIC SCHOOLS

STUDENT LEARNING SERVICES
Executive Services

School-Community RELATIONSHIPS IDENTIFIER

“Building community relationships
to strengthen student success.”

– Edgar Schmidt, Superintendent of Schools

www.epsb.ca

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VISION

All students will learn to their full potential and develop the ability, passion and imagination to pursue their dreams and contribute to their community.

MISSION

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

2011 – 2014 DISTRICT PRIORITIES

- Provide supports and programs that will enable all students to complete high school.
- Deepen students' understanding of equity and empathy as key citizenship traits.
- Ensure all students and their families are welcomed, respected, accepted and supported in every school.
- Promote health and wellness for all students and staff.
- Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

SCHOOL-COMMUNITY RELATIONSHIPS IDENTIFIER

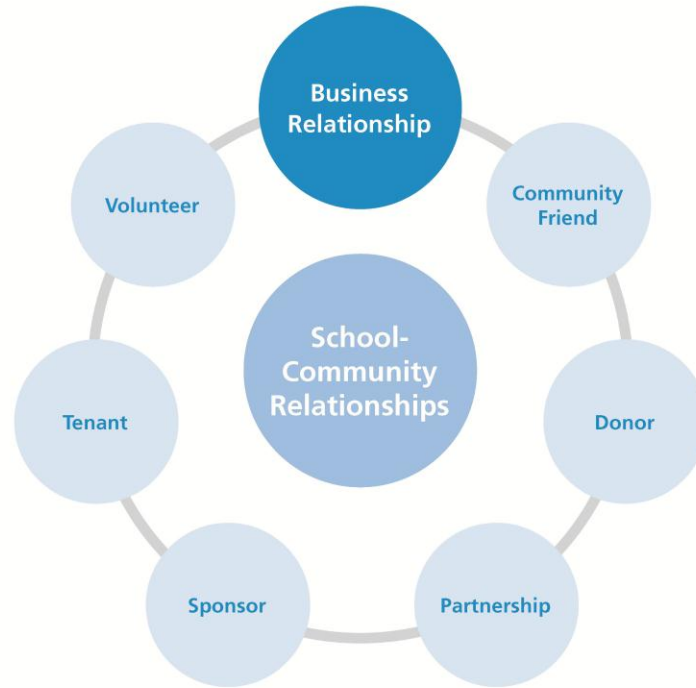
Schools have a wide range of relationships with the community. Historically, all of these school-community relationships have been loosely defined as *partnerships*. Upon closer examination, the term partnership is not an overarching term that best defines the broad spectrum of school-community relationships.

The District is moving towards a comprehensive body of practice around the development, implementation and sustaining of school-community relationships. In order to do so effectively, it is important to more accurately define the many types of school-community relationships across the District. The following descriptors have been developed, in consultation with district staff and community partners, to assist in this identification. A school-community relationship may involve more than one descriptor. It is also possible that a relationship may evolve over time and shift from one descriptor to another.



Within a school community, there are many relationships that occur naturally as part of our work, reflecting the various educational stakeholders. These relationships are not intended to be reflected in the School-Community Relationships Identifier and include: parents, students, Alberta Education, post-secondary institutions and professional educational organizations.

BUSINESS RELATIONSHIP



A **business relationship** is a formal contractual relationship with an individual or organization, which involves purchasing a service or product.

Business relationships that involve a fee for service or products must be reviewed by District Purchasing and Contract Services. All vendors doing business with the District must carry a minimum of \$2 million liability insurance and a business license. If the business relationship involves any interaction with district students, participating staff will need to obtain a criminal records check.

Examples:

- food supplier to school store
- paper shredding service
- artist in residence

Formal district documents:

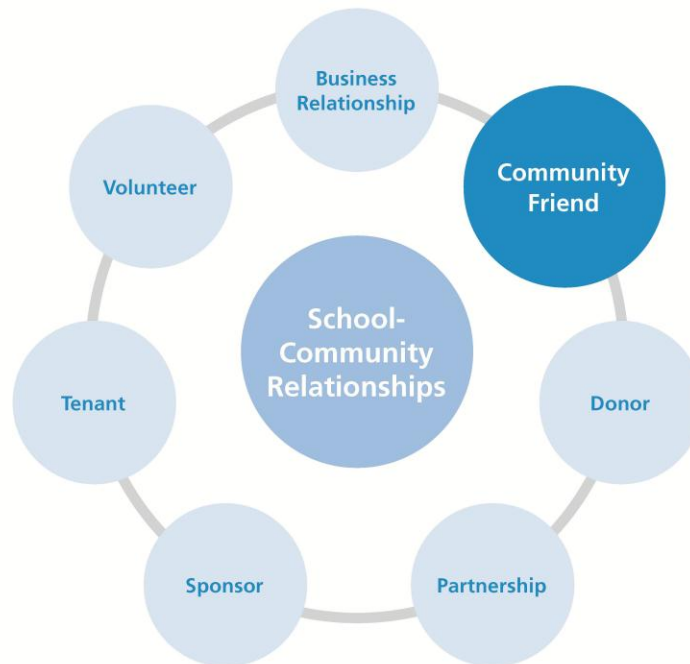
- Purchase Requisition
- Purchase Order
- Negotiated Contract

Board Policy and Administrative Regulation references:

- [DJ.BP - Purchasing](#)
- [DJ.AR - Purchasing and Disposal](#)

For additional information, contact: Manager, Purchasing and Contract Services, 780-429-8203.

COMMUNITY FRIEND



A **community friend** is an informal relationship between a school and a member of the community.

Examples:

- The school principal connects each August with the owner of the local convenience store to establish communication and support around students patronizing the store.
- A music teacher takes students to a local seniors' centre to perform.
- The community grocery store makes a weekly donation of fresh fruit and invites the division one classes for a grocery store field trip.

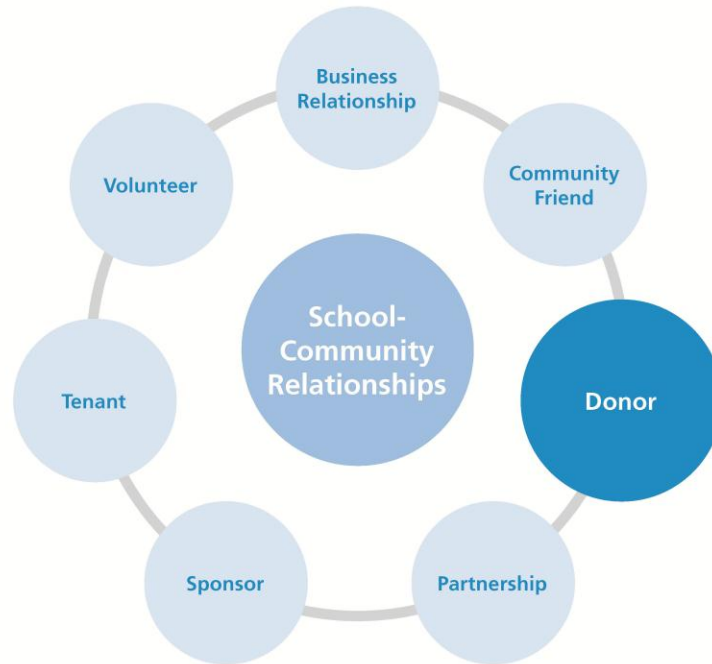
Formal district document:

- No formal district partnership document is required to support the relationship, but a field trip form, volunteer registration form, etc., may be required within the actions of normal practice.

Board Policy and Administrative Regulation reference:

- [JA.BP - Parent and Community Involvement](#)

For additional information, contact: Supervisor, Policy and Partnership Frameworks, Executive Services, 780-429-8030.



A **donor** is an individual, organization or business that contributes property, either cash or gifts in kind, to the school or District and may be eligible for an official donation receipt.

Examples:

- A local restaurant gives a one-time cash donation to a school to support the purchase of books for the library.
- A local citizen donates \$500 to the Edmonton Public Schools Foundation in support of early learning.
- A corporation establishes a student leadership scholarship and provides ongoing funding.

Formal district document:

- Donation retained at the school: Donational Information Sheet
- Donation remitted to Financial Services: School Remittance Form
- Donations deemed eligible in accordance with the Income Tax Act and its regulations, and in excess of \$25, will receive an Official Donation Receipt. Donations not qualifying for an Official Donation Receipt may be issued a letter of thanks acknowledging the donation. Both are issued through Financial Services.

Board Policy and Administrative Regulation references:

- [JH.BP - Public Gifts](#)
- [JH.AR - Public Gifts](#)

For additional information, contact: Administrative Accountant, Charitable Donations, Financial Services
780-429-8152.

PARTNERSHIP



A **partnership** is a mutually beneficial relationship founded on a set of collectively developed beliefs, goals and protocols. Partnerships vary in degree of complexity; however, they are all relationship-based, supported by established processes, and require ongoing care and attention.

Examples:

- A school enters into a five year partnership with a local art gallery to promote the development of student art talent. During this time, the gallery will host a yearly show of student art work, provide 100 hours of after school art programming at the school and facilitate teacher professional learning in the area of art appreciation.
- A school has formed a partnership with an immigrant-serving association that provides supports to families new to Canada. The association will place a staff member directly in the school to work with students and serve as a liaison between families and school staff.

Formal district documents:

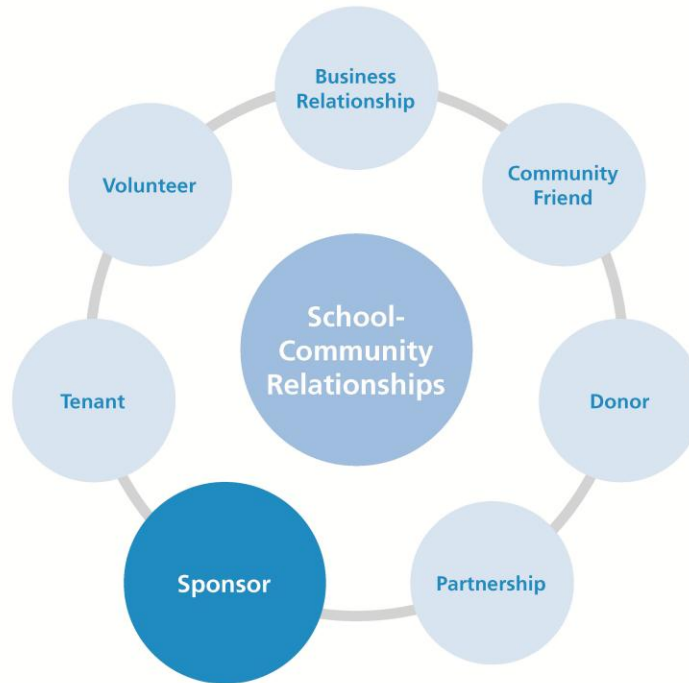
- under development

Board Policy and Administrative Regulation references:

- [JAA.BP - Educational Partnerships and Sponsorships](#)
- [JAA.AR - Educational Partnerships and Sponsorships](#)

For additional information, contact: Supervisor, Policy and Partnership Frameworks, Executive Services, 780-429-8030.

SPONSOR



A **sponsor** is an organization that provides goods, services or money in exchange for a defined level of publicity. No tax receipt is issued. Organizations looking for a tax receipt rather than publicity would be considered a donor.

Examples:

- A bank provides a financial contribution to sponsor a school event in return for the bank's logo appearing on all advertising and print materials as well as verbal recognition at the event.

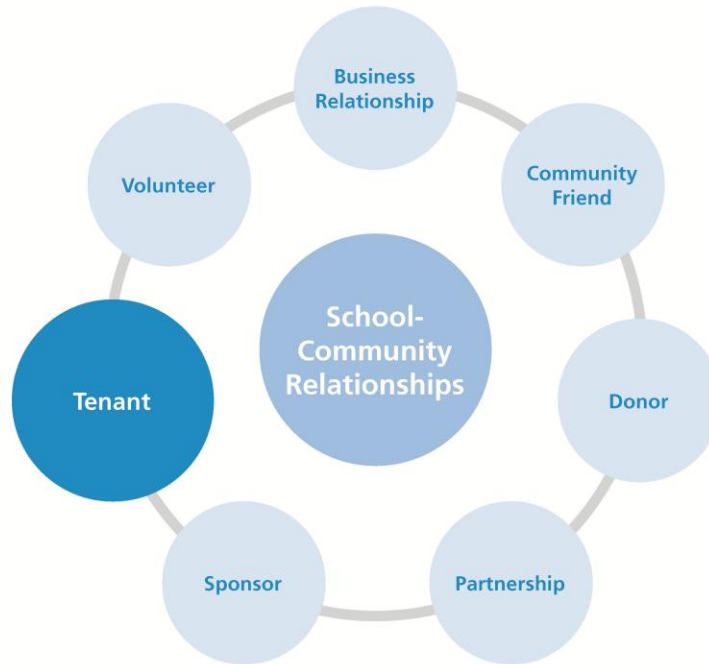
Formal district documents:

- under development

Board Policy and Administrative Regulation references:

- [JAA.BP - Educational Partnerships and Sponsorships](#)
- [JAA.AR - Educational Partnerships and Sponsorships](#)

For additional information, contact: Administrative Assistant, Communications, 780-429-8039.



A **tenant** is a group or organization that has a signed agreement granting use of school space under certain conditions and for a specified period of time.

Examples:

- A childcare leases three classrooms and access to a set of bathrooms to provide 60 childcare spots to families in the community; children from this childcare may or may not be students registered in the school.
- An organization leases a classroom to use as office space; three staff work from this space and may or may not provide support or service to the school community.
- An adult language school leases school space for the provision of Saturday language classes.

Informal district document:

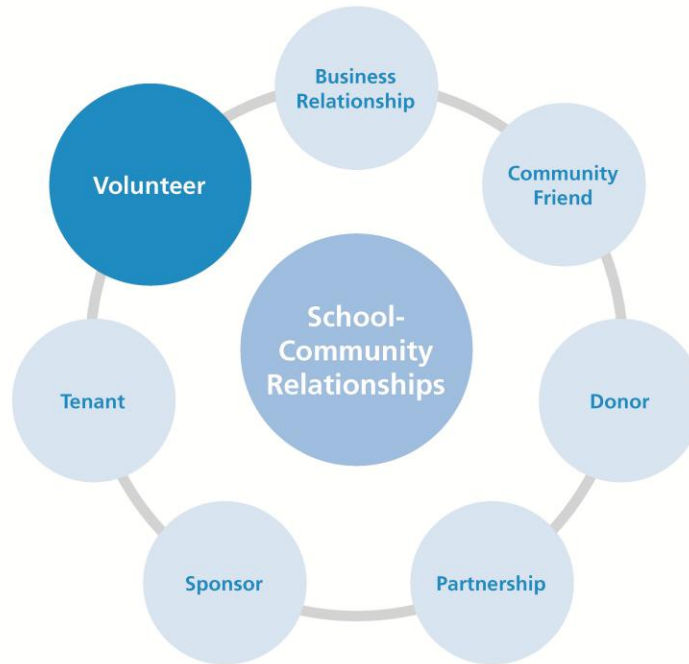
- Lease Agreement
- License Agreement

Board Policy and Administrative Regulation references:

- [JG.BP - Community Use of District Buildings](#)
- [JG.AR - Community Use of District Buildings](#)
- [JGB.AR - Utilization of Surplus Space in Schools](#)

For additional information, contact: Senior Planner, Leasing, 780-429-8339.

VOLUNTEER



A **volunteer** is a member of the community who gives of their time to offer service to the school without payment.

Examples:

- A senior citizen from the community comes into the school two days a week to file books in the library and read with students one-on-one.
- A group of parents have a rotating schedule to prepare the daily morning snack.
- Students from the Faculty of Physical Education, University of Alberta, serve as assistant coaches for the school basketball teams.

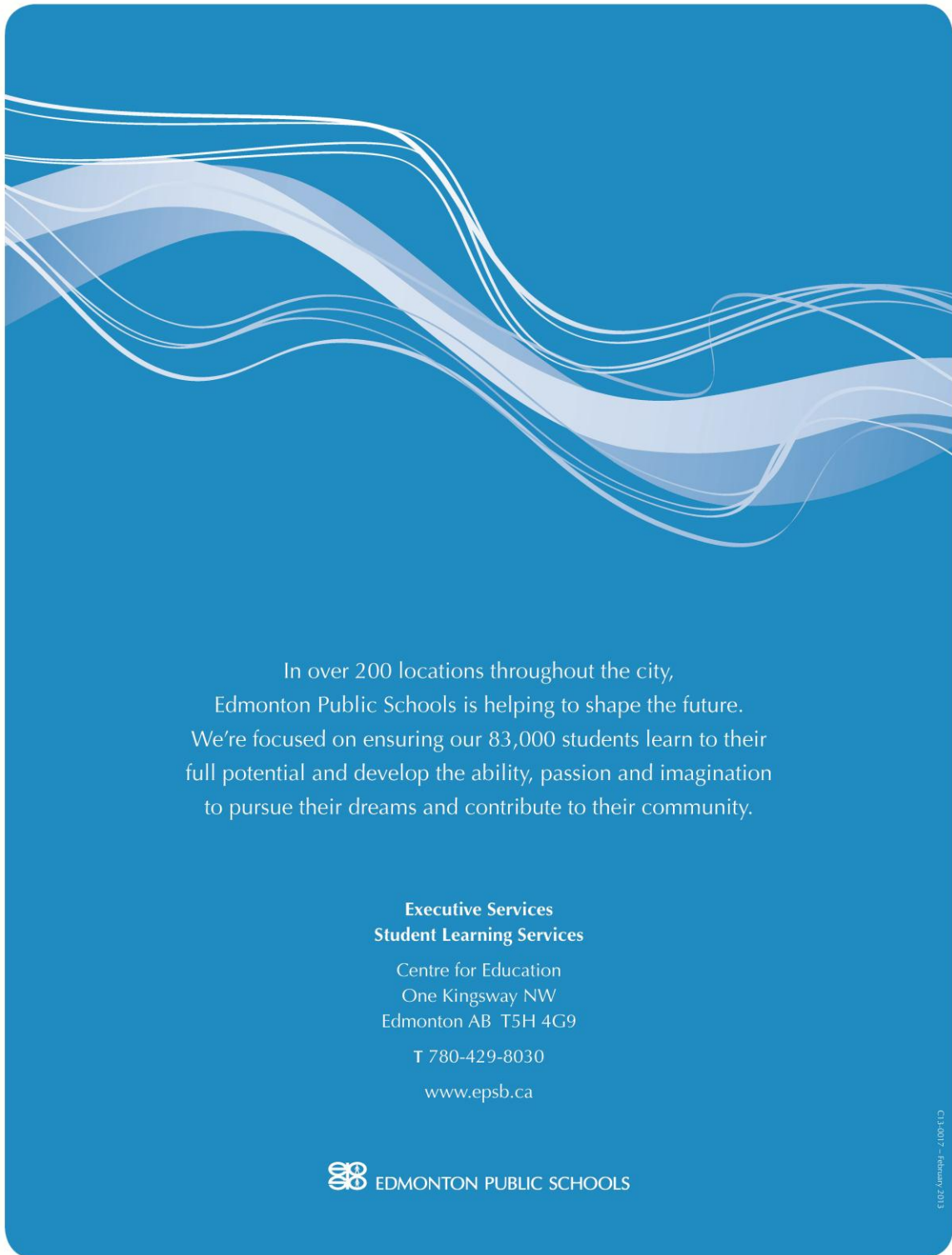
Formal district document:

- Volunteer Registration Form
- Police Information Check Form

Board Policy and Administrative Regulation references:

- [GBCE.BP - Volunteers – Registration and Records Check](#)
- [GBCE.AR - Volunteers – Registration and Records Check](#)

For additional information, contact: Human Resources, 780-429-8058.



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Edmonton Public Schools is helping to shape the future.
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 EDMONTON PUBLIC SCHOOLS

CI-3-0017 - February 2013

SAMPLE TRACKING FORM

School:

Principal:

Year:

Name of Community Member	Relationship	Benefit to School	Brief Descriptor (175 characters)	Formal District Documents	School-Level Practice (if applicable)	Duration	Additional Reporting Requirements	Community Contact	School Contact

- Policy and Partnership Frameworks is currently working with Human Resources and Communication to develop the Tracking Form as an electronic template. This sample reflects the content; the final product will be electronic and formatted differently.
- The SCRI provides principals with information and a context for completing the Tracking Form.
- Many columns in the Tracking Form have drop-down boxes informed by the content of the SCRI, to assist in consistent completion of the Tracking Form data.
- Information from each school’s Tracking Form will be electronically collected and filtered in order to populate a community-focused space on individual school websites.
- Tracking Form information will be placed in a central data-base in order to inform work with community at the District level.

DATE: May 14, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Small School by Necessity (Response to Trustee Request for Information #275)

ORIGINATOR: Roberta Malysh, Executive Director, Finance & Infrastructure

RESOURCE STAFF: Cheryl Hagen

REFERENCE: April 9, 2013 Board Meeting (Trustee Janz)

ISSUE

The following information was requested: Provide information on the Small Schools by necessity funding changes. Which schools received this funding last year? Who is no longer eligible? Why?

BACKGROUND

Alberta Education’s *Funding Manual for School Authorities* sets out the calculations and formulas used to identify the Small School by Necessity (SSBN) allocation. (Attachment I)

This formula uses assumptions and specific criteria to determine which schools are deemed necessary small schools. The funding is allocated on a jurisdiction level rather than by individual school. The district provided an allocation to small schools based on our internal school allocation model. In 2011-12, \$5.4 million was provided to support our district small schools.

The chart below sets out the SSBN funding received from the province over the past three years:

Year	Allocation
2009-2010	\$3.3 million
2010-2011	\$3.2 million
2011-2012	\$2.6 million

CURRENT SITUATION

In 2011-12, the total calculation of small schools allocation would have been \$5 million; however, the provincial funding framework deemed that, out of our 72 small schools, only 47.2% or 34 schools, were considered to be small schools by necessity, which adjusted the funding allocation down to \$2.6 million.

In comparison, the 2010-11 SSBN grant was \$3.2 million or \$0.6 million higher than funds received in 2011-12. The allocation differences are based on a reduction in the total number of small schools from 76 in 2010-11 to 72 in 2011-12; otherwise there was an increase of 1 school from 33 to 34, to the number of schools deemed to be “necessary” small schools.

The charts below provide a breakdown of the funding received in 2011-2012 based on the number of small schools, small schools by necessity, and closed schools:

	2011-2012	2010-2011
Total Base & Variable Allocation	\$5,000,674	\$6,632,833
Number of Small Schools	72	76
Number of Small Schools by Necessity	34	33
Percentage	47.2%	43.4%

	2011-2012	2010-2011
Small School by Necessity Allocation	\$2,361,429	\$2,880,046
Closed School	\$274,683	\$274,683
Final Small Schools by Necessity Allocation	\$2,636,112	\$3,154,729

KEY POINTS

- Small School by Necessity (SSBN) funding is based on a series of calculations
- In 2011-12, 72 schools were deemed as small schools while only 34 of those were considered small schools by necessity
- For 2011-12, the District’s SSBN funding was \$2.6 million
- The 2012-13 SSBN funding calculation has not yet been determined as it is based on the final student frozen enrolment for the 2012-13 school year. This amount will be calculated after June, 2013.
- In 2013-14, the SSBN grant funding has been discontinued for Metro Boards.

ATTACHMENT

- Attachment I Small School by Necessity Grant Formula
- Attachment II 2011-12 Small Schools and Small Schools by Necessity Allocation

CDH: ja

Small School by Necessity Grant Formula

Alberta Education's *Funding Manual for School Authorities* sets out the calculations and formulas used to identify the Small School by Necessity (SSBN) allocation.

The first set of calculations determines the provincial allocation based on the total number of small schools that have been identified to receive funding for either the "base" or "variable" allocations, or both. The "base" allocation is calculated as follows:

- each school with an FTE funded enrollment of 150 or fewer has a base allocation of \$86,550 (*2011-2012 allocation rate*)
- each school with an FTE funded enrollment of greater than 150, but fewer than 226, has a reduced allocation based on the difference between their enrollment and the 150 student cap.

The next step determines if the small schools are considered "necessary" based on transportation to nearby schools according to the following rules. A small school will be determined "necessary" if any of the following conditions **are not met**:

- the distance from the small school to the receiving school must be within 6 km
- the receiving school must have the capacity to accommodate the additional students (85% of school building capacity)
- the small school can be designated to a maximum of 2 receiving schools per grade configuration, i.e. ECS to Grade 6, Grades 7 – 9, and Grades 10 – 12.

In addition, Closed Necessary Schools receive an allocation up to 5 years after school closure (*2011-12 - \$274,683*).

EDMONTON PUBLIC SCHOOLS

ATTACHMENT II

PROVINCIAL SMALL SCHOOL BY NECESSITY GRANT - SMALL SCHOOLS DEEMED "NECESSARY"

2011-12 School Year

School Name	Total Enrollment*	Grant Allocation
Abbott School	184.0	\$47,830
Belgravia School	135.5	\$106,908
Brightview School	163.5	\$71,176
Brookside School	188.5	\$42,706
Calder School	130.5	\$106,157
Dovercourt School	200.5	\$29,040
Ekota School	180.0	\$52,386
Elmwood School	168.5	\$65,482
Hazeldean School	191.0	\$39,859
Highlands School	136.0	\$91,936
Hillview School	189.5	\$41,567
Homesteader School	204.5	\$24,485
Horse Hill School	86.5	\$99,546
Inglewood School	103.0	\$102,025
James Gibbons School	65.5	\$86,550
John Barnett School	152.0	\$84,272
Lee Ridge School	205.5	\$23,346
Lendrum School	112.5	\$103,452
Mayfield School	138.5	\$107,359
Mill Creek School	185.5	\$46,122
Northmount School	147.0	\$108,636
Overlanders School	212.0	\$15,943
Parkallen School	190.0	\$40,997
Rideau Park School	182.0	\$50,108
Riverdale School	66.5	\$86,550
Rundle School	160.5	\$74,592
Rutherford School	141.0	\$107,734
Scott Robertson School	176.5	\$56,371
Sifton School	215.0	\$12,527
Steinhauer School	200.0	\$29,609
Thorncliffe School	157.0	\$78,578
Virginia Park School	143.5	\$108,110
Waverley School	177.0	\$55,802
Westglen School	213.0	\$14,805

Total**34**

* Total Enrolment - ECS is represented as 0.5 FTE

EDMONTON PUBLIC SCHOOLS

ALL SMALL SCHOOLS INCLUSIVE OF SMALL SCHOOLS DEEMED "NECESSARY" - 2011-12

School Name	Total Enrolment*	Total SSBN Calculation
Abbott School	184.0	\$47,830
Athlone School	134.0	\$106,683
Beacon Heights School	108.5	\$102,851
Belgravia School	135.5	\$106,908
Belvedere School	154.0	\$81,995
Brightview School	163.5	\$71,178
Britannia School	149.0	\$92,450
Brookside School	188.5	\$42,706
Calder School	130.5	\$106,157
Clara Tyner School	150.0	\$109,086
Coronation School	116.0	\$103,978
Donnan School	190.5	\$40,428
Dovercourt School	200.5	\$29,040
Duggan School	128.5	\$105,856
Ekota School	180.0	\$52,386
Elmwood School	168.5	\$65,482
Fraser School	156.0	\$79,717
Glendale School	103.5	\$102,100
Glenora School	176.5	\$56,371
Gold Bar School	154.5	\$81,425
Grovenor School	101.0	\$101,725
Hazeldean School	191.0	\$39,859
Highlands School	136.0	\$91,936
Hillview School	189.5	\$41,567
Homesteader School	204.5	\$24,485
Horse Hill School	86.5	\$99,546
Inglewood School	103.0	\$102,025
James Gibbons School	65.5	\$86,550
John Barnett School	152.0	\$84,272
Kameyosek School	139.0	\$107,434
King Edward School	139.0	\$107,434
Lansdowne School	153.5	\$82,564
Lauderdale School	156.0	\$79,717
Lawton School	154.0	\$88,093
Lee Ridge School	205.5	\$23,346
Lendrum School	112.5	\$103,452
Lynnwood School	215.5	\$11,958

School Name	Total Enrolment*	Total SSBN Calculation
Major General Griesbach School	214.5	\$39,995
Malcolm Tweddle School	187.5	\$43,844
Mayfield School	138.5	\$107,359
McArthur School	124.0	\$105,180
McKee School	218.5	\$8,541
Mee-Yah-Noh School	184.5	\$47,261
Menisa School	153.5	\$82,564
Mill Creek School	185.5	\$46,122
Montrose School	174.0	\$59,218
Mount Royal School	120.5	\$104,654
Northmount School	147.0	\$108,636
Norwood School	189.5	\$41,567
Oliver School	220.5	\$6,263
Overlanders School	212.0	\$15,943
Parkallen School	190.0	\$40,997
Princeton School	106.0	\$102,476
Queen Alexandra School	89.0	\$99,922
Rideau Park School	182.0	\$50,108
Riverdale School	66.5	\$86,550
Rundle School	160.5	\$74,592
Rutherford School	141.0	\$107,734
Sakaw School	175.0	\$58,080
Scott Robertson School	176.5	\$56,371
Sherwood School	101.5	\$101,800
Sifton School	215.0	\$12,527
Steinhauer School	200.0	\$29,609
The Academy at King Edward	215.0	\$45,029
Thorncliffe School	157.0	\$78,578
Tipaskan School	182.5	\$49,538
Virginia Park School	143.5	\$108,110
Waverley School	177.0	\$55,802
Westglen School	213.0	\$14,805
Westmount School	201.0	\$36,430
Windsor Park School	165.0	\$69,468
York School	187.0	\$44,414
Total		72

* Total Enrolment - ECS is represented as 0.5 FTE

DATE: May 14, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Bereavement
ORIGINATOR: David Fraser, Executive Director, Corporate Services
RESOURCE STAFF: Cheryl Singer
REFERENCE: [GM.BP – Acknowledgement of Deaths and Bereavements](#)
[GM.AR – Deaths and Bereavements](#)

ISSUE

To acknowledge the death of a current staff member.

BACKGROUND

Mr. Larry Nadworny passed away April 27, 2013, at the age of 59 years.

Mr. Nadworny began his career with Edmonton Public Schools in 2000 in Facilities Services and held the positions of electrical designer and senior electrical co-ordinator. Mr. Nadworny is survived by his wife Myrna; daughter Nicole Dunse and son Stephen Nadworny.

CURRENT SITUATION

A donation in memory of Mr. Nadworny has been made to the Victory Baptist Church on behalf of the Administration and Board of Trustees.

KEY POINTS

N/A

ATTACHMENTS & APPENDICES

N/A

DF:cls

MINUTE BOOK

Board Meeting #21

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, May 14, 2013 at 2:05 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Cheryl Johner
Heather MacKenzie
Catherine Ripley

Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysz

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 3550 – Carol Chapman, President

B. **Roll Call:** (2:05 p.m.)

The Superintendent advised that Trustee Janz was absent. All other Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee MacKenzie:

“That the agenda for the May 14, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair advised that May 17th is *International Day Against Homophobia*. This day belongs to no one individual, rather it's about people hoping for a prejudice-free world that can provide a place at the table for everyone regardless of their sexual orientation. Inspired by all world theme-days, the day set aside to fight homophobia needs to be appropriated by all of those actively involved in civil society: gay and lesbian community organizations, those organizations focusing on other types of sexual diversity, unions, employers, private businesses, governments, public administration, professional associations, and all individuals seeking equality.

The Board Chair noted that at Oliver School on May 9, 2013 (during Education Week), the Minister of Education announced that this would be the last year for the Grade 3 Provincial Achievement Tests (PATs) in their current format. The Grade 3 PATs will be replaced with a more diagnostic approach to assessment for Alberta students. She noted the Board has been advocating for a review of the Grade 3 PATs in their current form and is pleased to hear this news and looks forward to new Grade 3 PATs as they come forward.

E. Communications from the Superintendent of Schools

The Superintendent noted that, at the May 7, 2013 board meeting, the Board approved the Elementary-Junior High District Developed and Acquired Senior High Locally Developed Courses. There was a typographical error in the recommendation -- the ESL Introduction to Mathematics 15 is a five-credit course not a three-credit course. The corrected report will be reposted on the district website and the minutes of the meeting will reflect the correct information.

F. Comments from the Public and Staff Group Representatives – None.

G. Reports

1. Annual Report – Special Education

MOVED BY Trustee Spencer:

“That the report titled ‘Annual Report – Special Education’ be received for information.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

2. Update on Development of District Partnership Framework (Response to Request for Information #263)
3. Small School by Necessity (Response to Request for Information #275)

MOVED BY Trustee Cleary:

“That the reports titled ‘Update on Development of District Partnership Framework (Response to Request for Information #263)’ and ‘Small School by Necessity (Response to Request for Information #275)’ be received for information.” (UNANIMOUSLY CARRIED)

4. Bereavement

The Board Chair reported on the passing of Mr. Larry Nadworny.

MOVED BY Trustee Hoffman:

“That the report be received with regret and the actions of the Administration in this regard be confirmed.” (UNANIMOUSLY CARRIED)

H. Other Committee, Board Representative and Trustee Reports

Trustee Johner, the Board’s representative on ASBA Zone 23, reported that the next ASBA Zone 23 general meeting will be held Friday, May 24, 2013. She also noted that the Edwin Parr Awards will take place that evening.

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, noted that the Foundation’s 2013 *Ready for Life* fundraising breakfast will take place at 7:30 a.m. at Harry Ainlay School on Thursday, May 30, 2013.

Trustee Cleary congratulated Ms Karen Chung, a district high school teacher, for being the Confucius Institute/ASBA Chinese Language and Culture Teacher Bursary Program winner. Ms Chung will spend a month in China this summer to study Mandarin. The bursary is provided by the Confucius Institute Edmonton to the ASBA/Second Language Caucus to award to a teacher and a pre-service teacher.

Trustee Cleary advised that, on May 8, 2013, she and Trustee Ripley attended the Junior Achievement Alberta Business Hall of Fame Dinner. The highlight of the evening was seeing students showcase their company business products. A Grade 12 Lillian Osborne student shared her story of how her involvement in the Junior Achievement company program helped her overcome adversity. This year, Junior Achievement reached over

MINUTE BOOK

20,000 students and is on target to reach their goal to double that in the next three years. Edmonton Public Schools has partnered with Junior Achievement for over 50 years. She urged everyone to continue to promote these volunteer-driven school Junior Achievement programs noting that she volunteers to teach at least one class per year.

Trustee Hoffman advised that, last Wednesday, the Board hosted a teleconference with parents and community members with respect to the 2013-2014 budget process, the implications of the funding that has been received and some of the steps being taken in terms of responding to the distribution of funds the Board approved April 23, 2013. Trustees Spencer and Shipka joined her in the teleconference. She expressed appreciation to the staff in Communications and members of the Executive Team for their assistance.

- I. **Trustee and Board Requests for Information** – None.
- J. **Notices of Motion** – None.
- K. **Next Board Meeting Date: Tuesday, May 21, 2013 at 2:00 p.m.**
- L. **Adjournment (3:35 p.m.)**

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer