



Saskatchewan
Ministry of
Education

Student Support Services Review Process

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Supports for Learning Unit
Student Achievement and Supports Branch

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Student Support Services Review Process

Participation

Fourteen school divisions will be invited to participate in the Student Support Services Review Process. The remaining fourteen school divisions will participate in the Student Support Services Review Process as an integrated component of the Continuous Improvement Framework & Accountability Conferences.

Purpose

In the context of continued improvement, the Student Support Services Review Process and the Continuous Improvement Framework & Accountability Conferences provide an opportunity for the Ministry of Education and school divisions to:

- Engage in strategic discussions related to:
 - the continued development and implementation of a school division service delivery model that supports all learners, including those with diverse and intensive needs;
 - current and emerging supports and services to address learners with English as an Additional Language/Immigration learning needs; and,
 - the area(s) of development, selected as priority area(s) by the school division, from the Service Delivery Model Rubrics.
- Compile school division prevalence rates within each of the twelve Intensive Supports categories and English as an Additional Language/Immigration indicators (country of birth, language spoken in home) to inform provincial statistics.
- Foster a common understanding and mentorship of partners:
 - School divisions are provided the option to invite partners to their review process meeting which may include, among others:
 - Agencies/ministries of Health, Social Services, Corrections, Public Safety and Policing, and/or Advanced Education, Employment & Immigration; and/or;
 - Parents and/or community members; and/or,
 - Other school division(s).

Service Delivery Model Rubrics

School divisions will select an area(s) of development as a priority area(s) from the Service Delivery Model Rubrics which may include:

- Inclusionary Philosophy & Beliefs
 - Inclusive Attitudes
 - Inclusive Practice
 - Organizational Structures that Support Inclusive Education
 - Parental/Caregiver Engagement

- Instructional Practices & Programming Interventions
 - Planning Processes
 - Fostering Independence
 - Assistive Technology
 - Behavioural Supports

- A Collaborative Culture
 - Creating a Culture of Collaboration
 - Administrative Leadership
 - Support of School Personnel
 - Building an Interprofessional Team
 - Effective Professional Development
 - Engagement of Supporting Agencies

The priority area(s) of development may have:

- SMART (specific, measurable, achievable, relevant, and/or timely) long-term (1-3 year) outcomes; and/or,
- SMART short-term objectives or indicators.

English as an Additional Language/Immigration

School divisions will share current approaches to:

- Initial assessment of English as an Additional Language Learners; and,
- Ongoing assessment of English language skill development (or growth along proficiency levels).

School divisions may also highlight their profile of English as an Additional Language Learners by providing information about:

- Emerging Literacy Learners (little or no prior schooling or ‘protected persons’ status);
- English as an Additional Language Learners (age-appropriate proficiency in a first language and/or documentation of prior schooling); and,
- English as an Additional Language Learners with Intensive Needs.

Further, school divisions may wish to highlight the supports in place to meet the needs of English as an Additional Language Learners. This may include information such as:

- English as an Additional Language teacher(s);
- School Division English as an Additional Language specialist(s);
- Professional support teams, which may include: literacy consultant(s), library resource teacher(s), second language consultant(s), student support services teacher(s), psychologist(s), counsellor(s), speech-language pathologist(s);
- Resources (print, non-print and digital technologies) specifically targeted at vocabulary enrichment for English as an Additional Language Learners; and,
- Other support personnel, which may include: interpreter(s), translator(s), settlement worker(s), extended family member(s), and community groups.

Agenda

Introductions, Purpose & Overview of Agenda

School Division Service Delivery Model

1. 60 minutes **Service Delivery Rubric Priority Areas**
 - a. How were priority areas selected?
 - b. Are there areas of the rubric where your school division's current capacity impacts your ability to progress towards evident, exemplary levels?
 - c. What priority areas do you feel your school division would benefit from additional support?

2. 15 minutes **Staffing Profile/Interprofessional Collaboration (IPC)**
 - a. What are the benefits of IPC for students, parents, teachers, professional service providers, administrators?
 - b. What are current challenges?
 - c. Please share innovative teaming practices in areas such as assessment, report writing, planning, interventions.

3. 15 minutes **English as an Additional Language/Immigration**
 - a. Approaches to assessment of language proficiency

Parents/Caregivers and/or Interagency Partners

4. 20 minutes Progress on protocols with other agencies.

Enhancing Accountability for Students Identified as Receiving Intensive Supports

5. 20 minutes For high school students identified as receiving intensive supports, review credit attainment and program placement (regular, modified, alternative, functional) for the school division and province.

Future Direction & Collaborative Problem-Solving

6. 20 minutes What is occurring at universal and targeted levels for students to reduce the number of students identified with intensive needs?

Integrated Impact Assessment Profile & Personal Program Plan

Round Table Wrap-up