

March 8, 2018

Call to Order

The regular meeting of the Board of Trustees of the Wolf Creek School Division No. 72 was called to order by the chair at 9:04 a.m. in the Learning Centre of the Ponoka office.

Present

Chair: L. Jess; Trustees: T. Bratland, B. Buchanan, P. Hansen, L. Henry, K. Lowry; Superintendent of Schools: J. Lovell; Assistant Superintendents of School: C. Thorsteinson, M. McWhinnie; Secretary Treasurer: R. Hall; Recording Secretary: J. Haines

Agenda Item 1.1 - Adopt Agenda

47.18  
Adopt Agenda

Moved by B. Buchanan that the Board approve the March 8, 2018 agenda as follows:

1. Call to Order
2. In Camera
3. Appointments
  - 3.1 10:15 a.m. Amber Hester, Assistant Superintendent Inclusive Learning Services
  - 3.2 12:25 p.m. Lunch with Lacombe Christian School
4. Superintendent's Report
5. Action Items
  - 5.1 Additions to the Agenda
  - 5.2 Minutes February 5, 2018
  - 5.3 Board Budget Assumptions
  - 5.4 Edwin Parr Nominee
  - 5.5 Student Voice Meeting Date
  - 5.6 March 22, 2018 Board Meeting Date
  - 5.7 STAR Meeting April 11, 2018 - Agenda Items
  - 5.8 Municipal Networking Evening
  - 5.9 Cross Boundary Busing Transportation Fees
  - 5.10 Urban Transportation Fees
  - 5.11 Field Trip Fees
  - 5.12 TEBA Compression Requirement
  - 5.13 French Immersion Analysis
  - 5.14 Review Policy 6
  - 5.15 Review Policy 7
  - 5.16 Red Deer Public Emergent Issues Spring General Meeting
  - 5.17 WCPS Foundation Implementation
  - 5.18 Guiding Principles Criteria
  - 5.19 Assistant Superintendent Inclusive Learning Services Hiring Committee
  - 5.20 Trustee Reports
6. Trustee Reports
7. Information Items
  - 7.1 ASBA Zone 4
  - 7.2 PSBAA

Carried Unanimously,

Agenda Item 1.2 - Treaty Six Land Agreement

Trustee Buchanan recited the Treaty Six Land Acknowledgement Agreement.

*"We acknowledge that we are on Treaty 6 territory and we recognize all the many First Nations, Metis, Inuit and non-First Nations whose footsteps have marked these lands."*

In Camera

48.18  
Meeting of the  
Whole

Moved by P. Hansen that the Board hold a meeting of the whole to discuss legal and labour with all persons excluded except Mr. Lovell, Mrs. Thorsteinson, Mr. McWhinnie, Mr. Hall and Mrs. Haines.

Carried Unanimously.

Mrs. Thorsteinson and Mr. McWhinnie withdrew from the meeting.

Open Meeting

49.18  
Open Meeting

Moved by P. Hansen that the Board revert back to an open meeting.

Carried Unanimously.

Appointments

Mr. Mark McWhinnie, Assistant Superintendent Learning Support Services, Mrs. Corrine Thorsteinson, Assistant Superintendent People Services, Ms. Amber Hester, Assistant Superintendent Inclusive Learning Services, Ms. Lana Nogue, Director of Inclusive Learning and Mrs. Barb Reaney, Director of Safe and Caring Schools, entered the meeting.

Agenda Item 3.1 - 10:15 a.m. - Amber Hester - Assistant Superintendent, Inclusive Learning Services

Ms. Hester presented to the Board the attached WCPS Inclusive Profile as presented to Alberta Education in January 2018. The Inclusive Learning profile identifies those children in need of support services. Over the course of years, students with needs have been rising and the funding dollars are falling short. The presentation to Alberta Education was to advocate for a review of Wolf Creek Public Schools funding profile based on the number of children presented with diverse learning needs.

Agenda Item 3.2 - 12:25 a.m. - Lunch with Lacombe Christian School

The Board recessed for a break at 11:50 a.m. to attend lunch with the Lacombe Christian School and reconvened at 1:50 p.m. with the following persons in attendance.

Chair: L. Jess; Trustees: T. Bratland, B. Buchanan, P. Hansen, L. Henry, K. Lowry; Superintendent of Schools: L. Lovell; Assistant Superintendents of School: C. Thorsteinson, M. Mcwhinnie; Secretary Treasurer: R. Hall; Recording Secretary: J. Haines

Action Items

Agenda Item 5.12 - TEBA Compression Requirement

Mrs. Thorsteinson and Mr. McWhinnie provided the Board with compression requirements pertaining to the ratified collective agreement and the impact on the 2017-2018 school year.

This item was accepted for information.

Mr. McWhinnie withdrew from the meeting.

Agenda Item 5.16 - Red Deer Public Emergent Issue Spring General Meeting

50.18  
RDPSD Emergent  
Issue

Moved by K. Lowry that the Board support Red Deer Public Schools Boards emergent issue proposal for equal and balanced TEBA representation to the Alberta School Boards' Association Spring General Meeting.

Defeated.

Superintendent's Report

Mr. Lovell reviewed the attached Superintendent's Report.

Agenda Item 5.1 - Additions to the Agenda

51.18  
Addition to Agenda

Moved by B. Buchanan that the board add *Agenda Item 5.21 - Letter to ASBA - Superintendent Compensation Report* to the agenda.

Carried Unanimously.

52.18  
Adopt Agenda as  
Amended

Moved by B. Buchanan that the Board adopt the March 8, 2018 agenda as amended.

Carried Unanimously.

Agenda Item 5.2 - Minutes February 5, 2018

53.18  
Approve February 5,  
2018 Minutes

Moved by L. Henry that the Board approve the minutes of February 5, 2018 as amended with Action Item 5.6 as "Inclusion Funding - ASBA Policy Submission to Fall AGM."

Carried Unanimously.

Agenda Item 5.3 - Board Budget Assumptions

54.18  
Budget Assumptions  
and Priorities for  
2018-2019

Moved by B. Buchanan that the Board direct the Superintendent to implement the following Board budget assumptions for the 2018-2019 school year:

- 1) Minimize cuts to classroom staff as teachers and Educational Assistants are priority to support students and must be maintained at the highest level possible;
- 2) Achieve a balanced budget yet ensuring there is a balanced approach;
- 3) Ensure the Three Year Education Plan remains at the forefront in budget deliberation and decisions;
- 4) Seek balanced emphasis on professional development ensuring district expertise is leveraged; and
- 5) Ensure the well-being of students and staff remains a high priority.

Carried Unanimously.

Agenda Item 5.4 - Edwin Parr Nominee

55.18  
Brittini Turner  
Nominated for Edwin  
Parr

Moved by P. Hansen that the Board nominate Brittini Turner for the Alberta School Boards' Association Zone 4 Edwin Parr Award.

Carried Unanimously.

Agenda Item 5.5 - Student Voice Meeting Date

56.18  
Student Voice  
Committee Meeting  
May 15, 2018  
Followed by PR  
Committee

Moved by P. Hansen that the Student Voice Committee hold a meeting May 15, 2018 beginning at 9:00 a.m. in the Learning Centre of Division office and immediately followed by a Public Relations Committee meeting.

Carried Unanimously.

Agenda Item 5.6 - March 22, 2018 Board Meeting Date

57.18  
March 22, 2018  
Board Meeting  
Moved to March 29,  
2018

Moved by P. Hansen that the Board move the March 22, 2018 meeting to March 29, 2018.

Carried Unanimously.

Agenda Item 5.7 - STAR Meeting - April 11, 2018 - Agenda Items

58.18  
Agenda Items for  
STAR Joint Meeting

Moved by K. Lowry that the Board direct the Superintendent to add "Programming and Support for Diverse Learners" and "Profile Trends" as agenda items for the joint St. Thomas Aquinas Roman Catholic Schools and Wolf Creek Public Schools Board meeting.

Carried Unanimously.

Agenda Item 5.8 - Municipal Networking Evening

59.18  
Municipal  
Networking Evening  
May 30, 2018

Moved by B. Buchanan that the Board hold a Municipal Networking evening on May 30, 2018 beginning at 6:30 p.m. in the Learning Centre of Division Office.

Carried Unanimously.

Agenda Item 5.9 - Cross Boundary Busing Transportation Fees

60.18  
Implement School of  
Choice Fees

Trustee Lowry withdrew from the meeting.  
Trustee Lowry entered the meeting.

Moved by B. Buchanan that the Board implement a School of Choice transportation fee with rates implemented in a three-phase plan of 33% each year beginning September 2018.

Defeated.

Agenda Item 5.10 - Urban Transportation Fees

61.18  
Increase Urban  
Transportation Fees

Moved by K. Lowry that the Board increase urban transportation fees to \$500 per student in grade one to 12 with ECS being charged \$250.00 based on a one way trip, and further the family maximum to be \$1,000.00.

Carried.

Agenda Item 5.11 - Field Trip Fees

62.18  
Increase Field Trip  
Kilometer Rate

Moved by K. Lowry that the Board increase the field trip kilometer rate to \$1.10 for the 2018-2019 school year.

Carried.

Agenda Item 5.13 - French Immersion Analysis

Mr. Lovell provided the Board with an analysis of the French Immersion Program.

This item was accepted for information.

Agenda Item 5.14 - Review Policy 6

63.18  
Amend Policy 6

Moved by L. Henry that the Board amend Policy 6 to change "... any time determined by the Board, to hold office during the pleasure of the Board." to "...any time determined by the Board, to hold office at the pleasure of the Board."

Carried Unanimously.

Agenda Item 5.15 - Review Policy 7

64.18  
Defer to March 29,  
2018

Moved by B. Buchanan that the Board defer this item to the March 29, 2019 regular Board meeting.

Carried Unanimously.

Agenda Item 5.17 - WCPS Foundation Implementation

65.18  
Defer Agenda Items  
to March 29, 2019

Moved by P. Hansen that the Board defer Agenda Item 5.17 - WCPS Foundation Implementation to March 29, 2018 and Agenda Item 5.18 - Guiding Principle Criteria to April 12, 2018.

Carried Unanimously.

Agenda Item 5.18 - Guiding Principles Criteria

This item was deferred to April 12, 2018.

Agenda Item 5.19 - Assistant Superintendent - Inclusive Learning Services  
Two Trustees Hiring Committee

66.18  
Trustees Authorized  
to Assistant  
Superintendent  
Hiring Committee

Moved by P. Hansen that the Board authorize Trustees L. Jess and K. Lowry to the Assistant Superintendent, Inclusive Learning Services hiring committee.

Carried Unanimously.

Agenda Item 5.20 - Trustee Reports

67.18  
Board to Present  
Verbal Reports at  
Meetings

Moved by K. Lowry that the Trustees provide verbal reports at Board meeting.

Carried Unanimously.

Agenda Item 5.21 - ASBA Superintendent Compensation Report

68.18  
Letter to ASBA  
Regarding the  
Superintendent's  
Compensation Report

Moved by K. Lowry that the Board craft a letter to the Alberta School Boards' Association asking for a public apology and retraction for the misinformation stated in the Superintendent's Compensation Report and to republish the report with the correct information.

Carried Unanimously.

Agenda Items 6.1 – 7.2 were accepted for information.

Meeting Adjourn

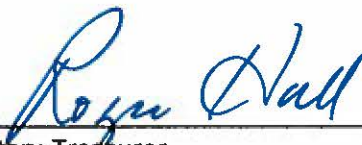
69.18

Moved by L. Henry that the meeting adjourn. Time 5:01 p.m.

Carried Unanimously.



Chair



Secretary-Treasurer

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# WCPS Inclusive Profile

— Advocacy to Alberta Education —

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## Documents Presented to Alberta Education

[Agenda for the meeting with AB Ed.](#)

[WCPS Inclusive Education Information for AB Ed.](#)

PP

## WCPS Vision of Inclusion

***Success for ALL learners is a foundation in WCPS. We believe all children can learn and reach their full potential given opportunity, effective teaching, appropriate resources and supports.***

**Inclusion in WCPS encompasses:**

- Valuing diversity and inclusion
- A commitment to relationship building and collaboration to support learners to be their best
- Aligning Inclusive Learning Services supports with Wolf Creek Public School's three-year plan
- Supporting excellent learning environments for all students to realize their potential
- Systematically planned processes, coordinated resources and support structures
- Ensuring common language and understanding of Inclusive Learning Services mandates and roles
- Progressive and responsive approaches to provincial and division mandates
- A commitment to evidence based and growth focused practice

## WCPS Definition of Inclusion

***All learners are included in an educational setting that addresses their current needs based on collaboration amongst stakeholders***

Inclusion is a value system, a way of thinking and acting, which demonstrates that all students are entitled to equitable access to learning and achievement in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction. It also means that all students will have equitable opportunity to be included in the typical learning environment or program. Schools that embody effective principles and practices of inclusion coordinate and unify education programs and supports in order to ensure that all students belong and can learn effectively.

3/2

## Background

- WCPS has supported inclusion since 2008
- We have actualized provincial mandates:
  - Setting the Direction
  - Action on Inclusion
  - Safe and Caring Schools, which focuses on bullying, mental health, gender and sexuality
  - First Nations, Metis and Inuit students
- Each area is supported through:
  - strategic planning
  - processes
  - structures
  - personnel

## Background

### Data Driven Decision Making:

- Local measures in our Three Year Plan that demonstrates how dedicated we are, in not just meeting provincial mandates, but also holding ourselves accountable to continuing to improve and grow in these areas so our students are successful.
- Impact Assessment data that informs
  - School data informing ACE Planning
  - Classroom data informing programming
  - Individual student data outlining each students specific needs
- Program Data
  - School Social Worker
  - Inclusion Coaches
  - School Resource Officer
  - RCSD and outside agencies



# How do we identify diverse students?

## Purpose:

- Identify student need
- Identify supports required
- Key driver for everything in ILS

Handout: Hard Copy

[Electronic Version of the Impact Assessment](#)

Full scale IQ below 50 or may be considered untestable.

### May demonstrate:

- Severe delays in all or most areas of development
- Extremely limited generalization of learning
- Little if any functional communication except for basic vocalization, gestures
- Delays in fine and gross motor functioning
- As an adult, will require assistive living, may qualify for AISH, PDD, guardianship

- Program focuses on quality of life, foundational skills, partial participation
- Community access with support
- Peers need to be taught how to interact with student
- Active, ongoing collaboration with parents
- Input from rehabilitation specialists
- EA requires specialized training
- 1 to 1 assistance for activities of daily living
- Planned opportunities to demonstrate skills
- For older students, family may need assistance in accessing government assistance ( e.g. assisted living, AISH, PDD, guardianship)

# How we identify diverse students

- Impact Assessment
- This document is based on the Special Education Manual and outlines criteria in the following areas:
  - Academic
  - Cognitive
  - Deaf and Hard of Hearing
  - Vision
  - Physical
  - Social/ Emotional and Behavior

Our Level 4 category identifies students who are 'severely complex'. Students at this level in any of the above areas are profoundly impacted and have extreme needs or have safety concerns.

**Student needs** are categorized by a **comprehensive team** that includes **school personnel** (teachers, administrators, inclusion coaches, and social workers) and RCSD members such as speech language pathologists, occupational therapists and nurse when necessary.

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- The team also includes division office staff (inclusive education coordinators, director of inclusive education, director of safe and caring schools/district social worker, educational psychologists, and FNMI Coordinator).
- As well as school and division personnel, we have a large network of integrated services that help determine the level of complexity of student needs which includes Alberta Health Services and a variety of doctors and specialists.
- Level 3 indicates that students require targeted supports.
  - Level 3 students are very impacted and have a multitude of learning disabilities, but are not safety issues. These students are best supported by professional staff as they often require differentiated instruction.
  - We used to provide some EA support for our Level 3 students as they are of a 'moderate' profile and sometimes need EA help, BUT with budget constraints, we had to cut all our Educational Assistant Supports to our Level 3 students two years ago (approximately 16 FTE).
  - We now try to support teachers and school-based teams with these students through our School Intervention Teams, Inclusion Coaches and Social Workers to support level 3 students
  - With over 600 level 3 students you can see that our staff are not just contending with the severely complex profile, but also the moderate profile who also have a multitude of needs to be considered as they balance a regular classroom.

## Overall Profile of Inclusive Needs in WCPS

### Level 4's

Grade	2017-18 Start Up Level 4's	Projected New Level 4's	Projected Total Level 4's	Feb 2018 Actual NEW Level 4's	Feb 2018 TOTAL Level 4's	Difference in Projected vs. Actual
Kindergarten	1		1	2	3	2
Grade 1	34	2	36	8	41	5
Grade 2	38	4	42	6	38	-4
Grade 3	20	4	24	3	39	15
Grade 4	24	3	27	4	32	5
Grade 5	32	4	36	4	34	-2
Grade 6	33	3	36	2	33	-3
Grade 7	24	2	26	2	24	-2
Grade 8	30	5	35	4	36	1
Grade 9	32	4	36	1	31	-5
Grade 10	35	5	40	4	36	-4
Grade 11	28	2	30	7	33	3
Grade 12	23		23	0	26	3
<b>TOTAL Levels</b>	<b>354</b>	<b>38</b>	<b>392</b>	<b>47</b>	<b>406</b>	<b>14</b>

58

# Overall Profile of Inclusive Needs in WCPS

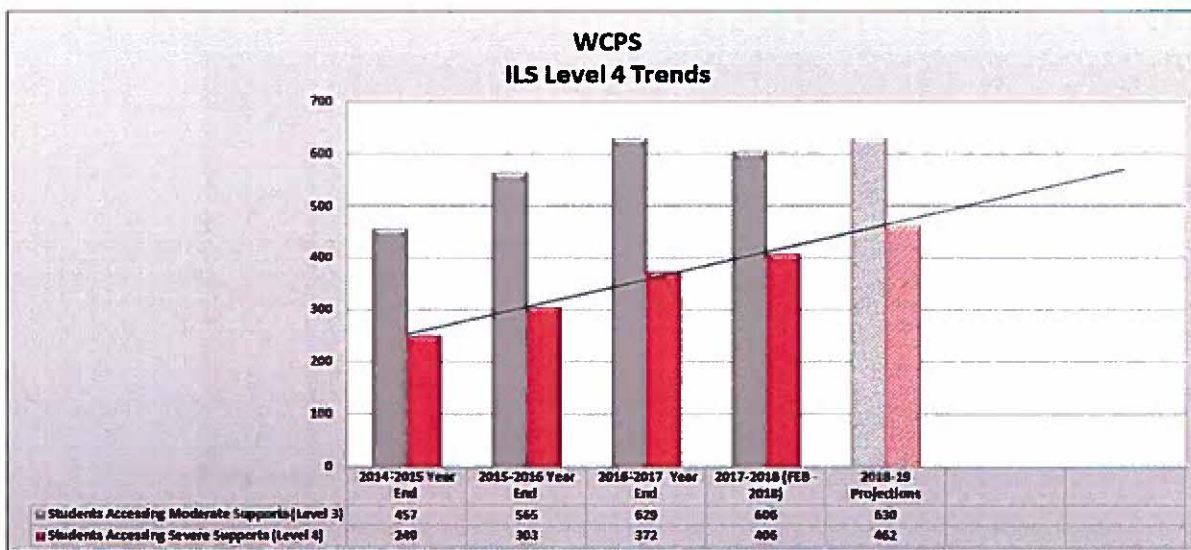
2017-18 Level 3 Startup vs. Feb 2018 Actual Level 3's

Grade	2017-18 Start Up Level 3's	Feb 2018 NEW Level 3's	Feb 2018 TOTAL Level 3's
Kindergarten	0		
Grade 1	13	13	25
Grade 2	27	12	37
Grade 3	27	15	52
Grade 4	53	17	65
Grade 5	54	10	63
Grade 6	52	10	65
Grade 7	38	4	38
Grade 8	42	8	49
Grade 9	34	2	41
Grade 10	45	8	57
Grade 11	52	3	51
Grade 12	67	4	63
<b>TOTAL Levels</b>	<b>504</b>	<b>106</b>	<b>606</b>

Total Diverse Learners - Level 3 & 4

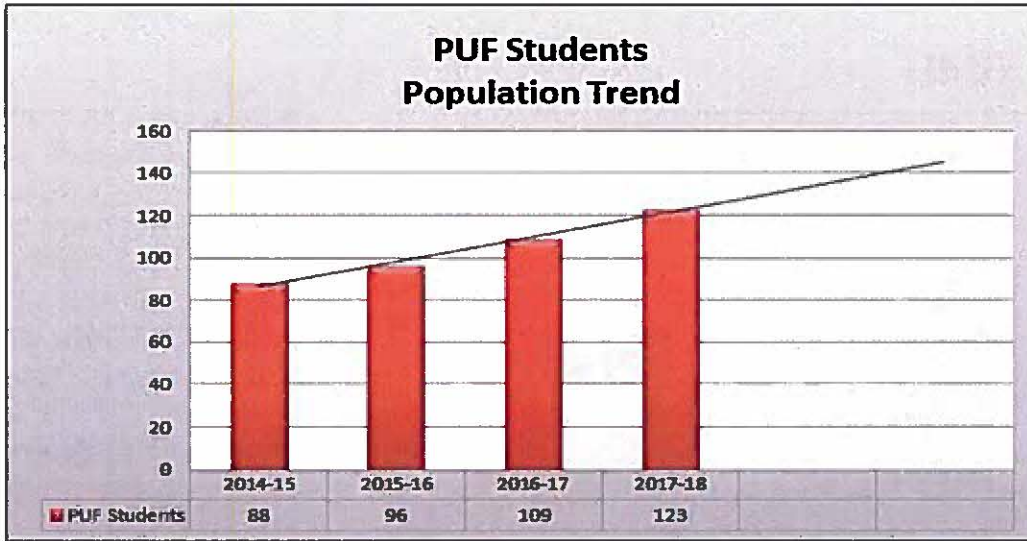
2018 Total Projected Diverse Learners	Feb 2018 Actual Number of Diverse learners
896	1012

## Diverse Learner Trend - 4 years

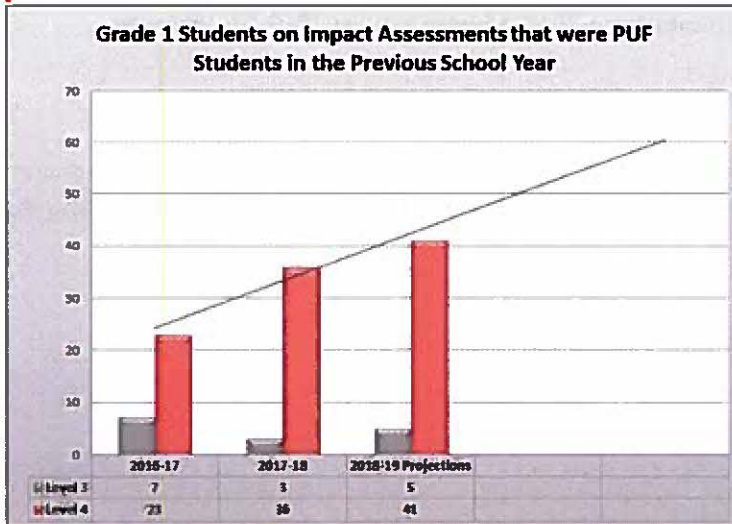


*JL*

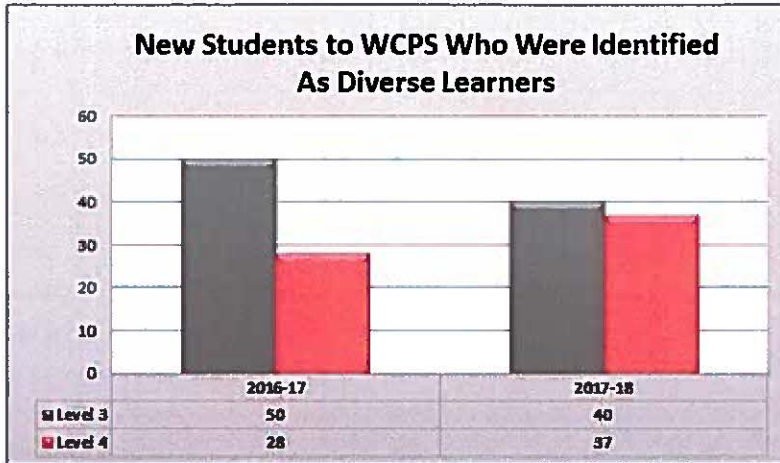
# PUF



**PUF Students who transition onto the Impact Assessment - (Estimate Approx. 50 Grade 1's coming off PUF and onto Level 4's Impact Assessments in 2018-2019)**



# How many NEW diverse learners are we getting each year



In September 2016, there were 301 Level 4 students, compared to the start of the current year, September 2017, with 354 Level 4 students and 38 new Level 4 students. This is an increase of 91 Level 4 students, which is a **30% increase** from last September.

**Note: 2017-2018 data reflects Sept. - Feb. only**

## Quick facts from the data

**49% increase of Level 4 students from 2014-15 year end to 2016-17 year end.**

Learners with diverse needs make up 12% of our total student population.

As you can see, our general population is declining which is resulting in less funding. However, the number of learners with diverse needs is increasing who require much more funding than our 'regular' students.

FR

## Quality Programming for Inclusion requires adequate funding

- Adequate training, resources and skills are required to provide an extensive range of supports for students to be meaningfully included with their peers:
  - School Administrators
  - Teachers
  - Educational assistants
  - Inclusion Coaches
  - School Social Workers
  - System level specialists
    - Special Education
    - Safe and Caring
    - Specific social, emotional, and behavioural strategies and resources are essential to actualize mental health and social skills programming.
    - Educational Psychologists

## Funding

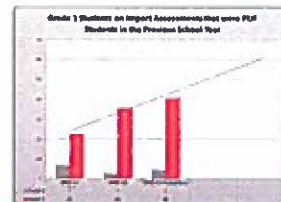
- Currently, we are receiving \$6,234,115.00 from Alberta Education to support students with diverse learning needs (includes \$558,080 from CIF).
- WCPS Board is augmenting that amount with an additional \$5,929,994.00.
- Total expenditures for supporting diverse learners in 2017-2018 is budgeted at \$12,164,109.00
- Program Unit funding students and costs are NOT included in these numbers. \$1,677,000.00
- It is costing us twice the amount that we receive to adequately support diverse learners in WCPS.

JA

	17/18 Projected	16/17 Actual	15/16 Actual	14/15 Actual	13/14 Actual	12/13 Actual
<b>Inclusion Revenue</b>						
Inclusion Revenue - Provincial Classroom Improvement Fund	5,676,035 558,080	5,678,307 -	5,616,000 -	5,566,947 -	5,402,449 -	5,342,538 -
<b>Total Inclusion Revenue</b>	<b>6,234,115</b>	<b>5,678,307</b>	<b>5,616,000</b>	<b>5,566,947</b>	<b>5,402,449</b>	<b>5,342,538</b>
<b>Inclusion Expenditures</b>						
Inclusion Coach Allocation	1,608,984	1,422,300	1,402,500	1,091,515	1,111,042	1,130,321
Inclusive Learning Services Department	1,306,964	1,306,964	1,335,019	1,029,489	1,230,831	1,735,565
Level 3 Allocations - Level 3	-	-	1,055,184	1,932,325	-	-
Level 3 Allocations - Level 4	6,804,680	5,990,400	5,895,360	4,926,677	-	-
Social Worker/Liaison Program	1,570,505	1,564,465	1,713,150	594,691	572,478	481,345
Student Services Category Allocation	-	-	-	-	4,685,581	4,681,381
Inclusive Education Allocation	-	-	-	-	1,581,384	2,372,292
Outside Program Costs (Parland)	180,246	186,280	186,280	170,500	190,000	-
Teachers Wolf Creek Academy	220,378	385,402	408,000	628,407	537,528	533,156
Wolf Creek Academy Non Teacher Expenditures	220,645	221,445	259,545	495,996	566,548	537,522
Level 3 Allocations - Essential Supplies	14,000	14,000	14,000	-	-	-
Level 3 Allocations - Casual EA	85,000	85,000	50,000	-	-	-
First Nations Success	172,707	180,799	169,799	277,277	-	-
<b>Total Inclusion Expenditures</b>	<b>12,164,109</b>	<b>11,557,055</b>	<b>12,488,837</b>	<b>11,146,877</b>	<b>10,306,192</b>	<b>11,474,783</b>
<b>Variance</b>	<b>(5,929,994)</b>	<b>(5,878,748)</b>	<b>(6,872,837)</b>	<b>(5,579,930)</b>	<b>(4,903,743)</b>	<b>(6,132,245)</b>

## WCPS has a significant number of diverse students:

- Early Learning
  - PUF students moving onto Impact Assessments



- School Age:
  - Level 3 Students moving to Level 4
    - We start the year with essential supports, monitoring students to see their level of functioning. We which takes time to get to know them, administer level B and C **do not allocate resources until we are certain that students need it** assessments and activate school and district teams to determine level of impact.
    - Once a complete analysis has been done, a shift from a level 3 allocation to a level 4 may occur.

Handwritten initials: JJ

## WCPS has a significant number of diverse students:

- Group Homes
  - 5 Group Homes - 22 students (level 4 needs)
    - UPS (Bosco) - CFSA (2 homes)
    - Kasohkewew Child Wellness DFNA (3 homes)
    - They keep building in our district
    - These homes support students with significantly complex needs, including addictions, mental health concerns, multiple disabilities, and safety concerns. The students require multiple specialized supports to achieve success.
- Increasing Severity and Intensity of Diverse Learners
  - In addition, the severity and intensity of the needs of students in which we are providing programming has increased.
  - We have approximately 30 students that require coordinated intakes and Coordinated Services Plans where individual students will not be successful without the collaborative partnerships of outside agencies.

## WCPS has a significant number of diverse students:

- School Age Cont.
  - Students Returning from Therapeutic or Treatment Programs
    - Currently we have students who are placed in:
      - Woods Homes
      - Youth Assessment Centre
      - Oak Hills Boys Home
      - CASA House
      - Glenrose
      - CYOC
      - EYOC
    - We have a minimum of 30 students rotating in and out of these programs
    - Extremely limited access to multi-disciplinary programs and residential facilities in central Alberta compared to those that are available in larger urban centres



## WCPS has a significant number of diverse students:

Outside programs: Unit 39, Addictions Programs, Parkland

Other:

- Increase organized crime, gangs, drug trafficking, addictions and abuse. We have numerous students who are impacted by this dynamic.
- Our population from Maskwacis continues to be impacted by trauma
- We had 85 students move to the new Catholic School in Blackfalds and NONE of them were our Level 3 or 4 students.
- Families move to central Alberta for employment purposes, coming from various areas of the province and across the country.
- We have several families moving into our district that are transient and move here as a result of a lower cost of living than urban centers.
- Request from other districts to place students here
- Requests from Special Need Tribunal to place students here

## WCPS has a significant number of diverse students:

- Students who require more specialized services that would better meet their emotional, learning and safety needs continue to remain in our system because their access to specialized programs is limited.
- This situation has required our division to create three specialized behaviour program settings for students who demonstrate safety concerns.
- It should be noted, however, that although these are specialized programs, they are not secured facilities and thus do not meet the needs of some students in our division.
- This is why we have Wolf Creek Academy, Bridges and Connections in our district

JS

## WCPS current reality

- Staff are already accommodating Level 3 students with no additional support
  - (over 600)
- Clustering and grouping a number of level 4 students in each class
  - (used to be 1-2 but is now 4-6 level 4's)
- We have 154 EA's supporting 392 Level 4 **extremely complex** students.
- We had to approach our Board for additional supports this September because we had 38 new students that were all Level 4 show up in September.
- Some students could not be placed in a classroom due to such extreme complex needs until appropriate supports were in place
- The Board reduced their reserves, yet again, to support our most vulnerable students. The decisions they are making to support students has almost depleted their reserves.

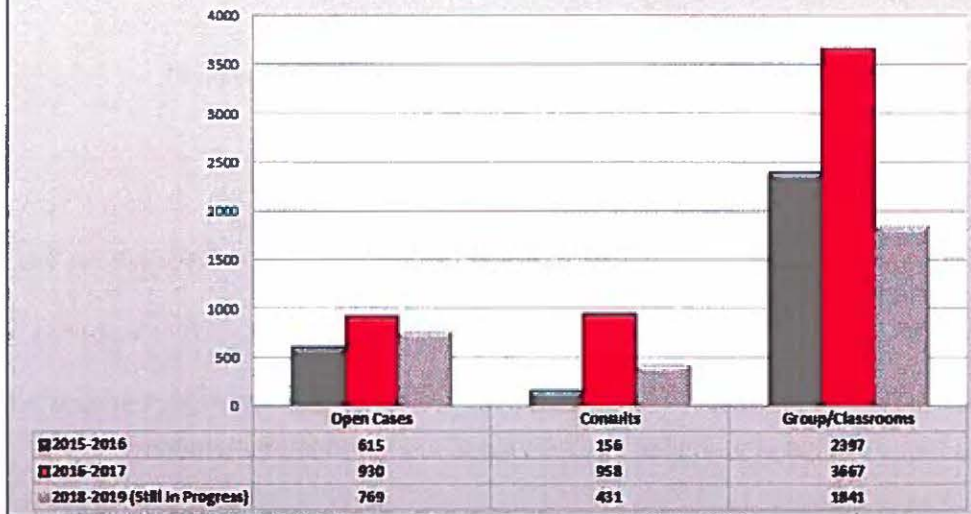
## WCPS' current reality

- Over 15% of our student population have experienced trauma in their life and have mental health issues or social emotional and behavioral challenges.
- **School social work (SSW) program:**
  - Support these students: some of them are not level 3 or 4
  - Funding from:
    - Children Services, Lacombe County
    - Wolf Creek Public Schools
  - With the changes to the way funding from Children Services is allocated, there is no guarantee this funding will continue. **Without this program, many of our students** who are experiencing these struggles **would not make any personal or academic gains** without the support from the school social workers.

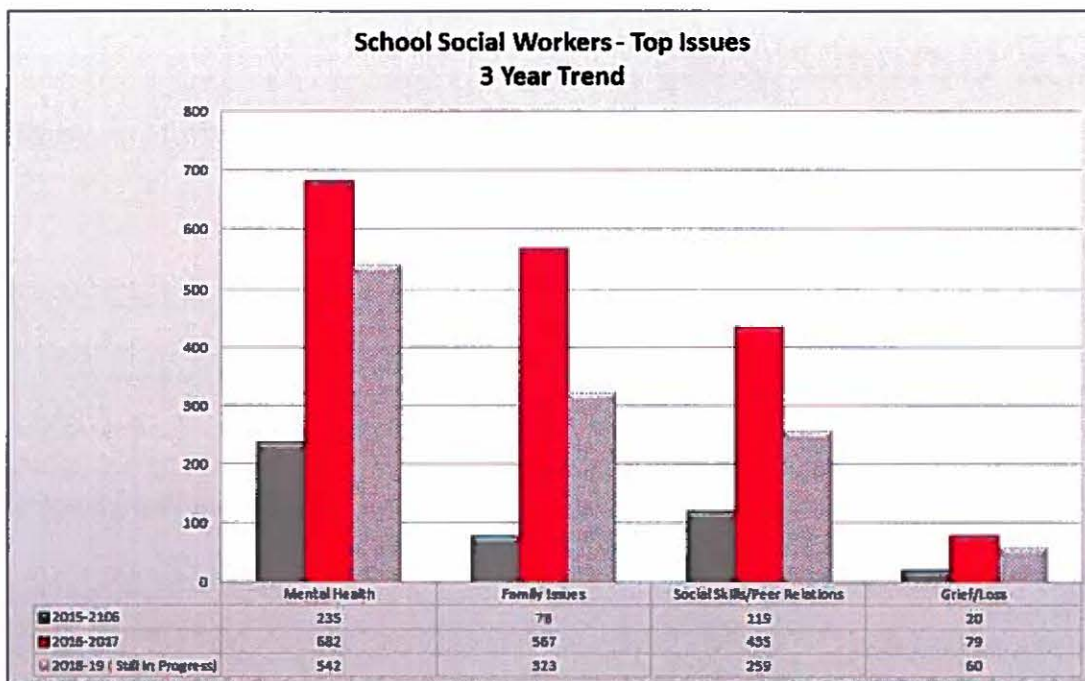
We have had an increase in the following:

- Crisis response
- Threat Risk Assessment
- Staff Support

### School Social Workers Direct Supports 3 Year Trend



### School Social Workers - Top Issues 3 Year Trend



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## WCPS current reality

If we cannot sustain the SSW program, how do we fulfill the government mandates under Welcoming, Caring, Respectful & Safe Schools?

- Mental Health
- Social Emotional Learning
- Trauma Informed Practice
- Child Abuse
- Bully Prevention

## AB Ed mandated and additional costs

- Inclusion:
  - Inclusion Coach Program (specialized skills and training to build staff capacity)
  - Teachers time to learn how to meet the needs of ALL students in their class
  - Required component of the new teacher, leader and system leader standards
- Safe and Caring:
  - School Social Work Program
  - School Resource Officer Program
  - Staff Advisor Program (LGTBQ)
- RCSD:
  - Interagency Partners
  - Despite the increasing complexity of students registering in WCPS, we are experiencing reduced services from our Regional Collaborative Service Delivery
- FNMI:
  - Foundational knowledge
  - Required component of the new teacher, leader and system leader standards
- Staff Wellness:
  - Staff are starting to require additional supports to deal with the complexities of their roles, compounded by trauma of crisis and student loss, extreme family situations, safety issues etc.

## If we do not receive additional funding

- We will have to **adjust our deployment of funds** and staff and focus on our students who are, or who present, a great safety concern and **revert to 'less' than essential services**
- **Return to 'non-inclusive' practices** such as segregated sites/programs, which we have worked so hard to eliminate. This practice is an **inappropriate way to support diverse learners and goes against provincial directives and mandates.**
- Shift to having our specialist teachers support students instead of building capacity with staff.
- Shift to having teachers support students with mental illness, social emotional behavior needs at the risk of causing more harm to the students due to lack of training
- Negatively impact our supports for Safe and Caring: gender/sexuality, mental health/bullying, etc. which we also deem as essential supports for students to be successful.

## Impact on Schools due to reduced Funding:

- Teachers won't be able to manage their classrooms
- Can't sustain in class programming (inclusion)
- Students leaving the classroom no supervision (safety)
- Increase in student behaviour as a result of frustration with academics
- Increase in Inclusion Coach and School Social Worker demand, time and support
- Administrator frustration. Schools only get level 4 funding now for their extremely complex students: Where do they cut? Who do they not support?
  - Admin are already grouping students with level 4 needs. With reduced funding, Admin will struggle to group increasing numbers of level 4 students while maintaining safety and ensuring any programming is occurring
  - It is CRUCIAL that teachers are able to access the support of Inclusion Coaches who can assist them with differentiating daily lessons for students who have level 3 needs. Classrooms often have several students who require differentiated programming.
- Increased sick leave
- Human rights complaints

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## Conclusion

\*\* We activate all supports possible before we consider excluding a student, seeking alternate placement or connect with government for a special needs tribunal. We manage to succeed with students when other school districts do not. We have specific examples of what the power of inclusion, and creating essential conditions for diverse learners can do when we work with all our partners and provide appropriate programming and supports.

\*\* We have a legal obligation to not just house diverse students and keep them safe, but to educate them to the best of our ability so they can maximize their potential. We are public education and cannot turn students away or choose the ones that 'don't cost as much'.

\*\* We have specialists and teams of people supporting our diverse students and it is working and yet in meeting the inclusive mandate with decreased enrollment and inadequate funding to support diverse students we are afraid that we are going to have to adjust this model to reflect something more basic, less inclusive and bottom line negatively impacting our students.

## Advocacy

- Funding profile reviewed
- Safe and Caring needs to be considered in a funding package from AB Ed
  - Mental health stats are growing and schools are required to attend to those needs yet no additional funds are available
- Cross Ministry Work
  - CFS allocates funds to support family wellness. Could this be aligned better to support actual needs not perceptions.
- Group home supports
- Severely complex supports (access to integrated teams) residential treatment
- External program costs
- PUF supports continued into K-3

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## Advocacy

- RCSD
- A consistent statement and a person at Alberta Education who would be a contact for concerns that arise from students, parents and stakeholders whose diverse learning needs are not being met/supported to the level required.

## Advocacy



**We have a good understanding of who our students with diverse needs are and their required supports.**

**We have a legal obligation to provide them with an inclusive quality education and yet sufficient funding does not flow appropriately to support our most vulnerable population.....**

**Why?**

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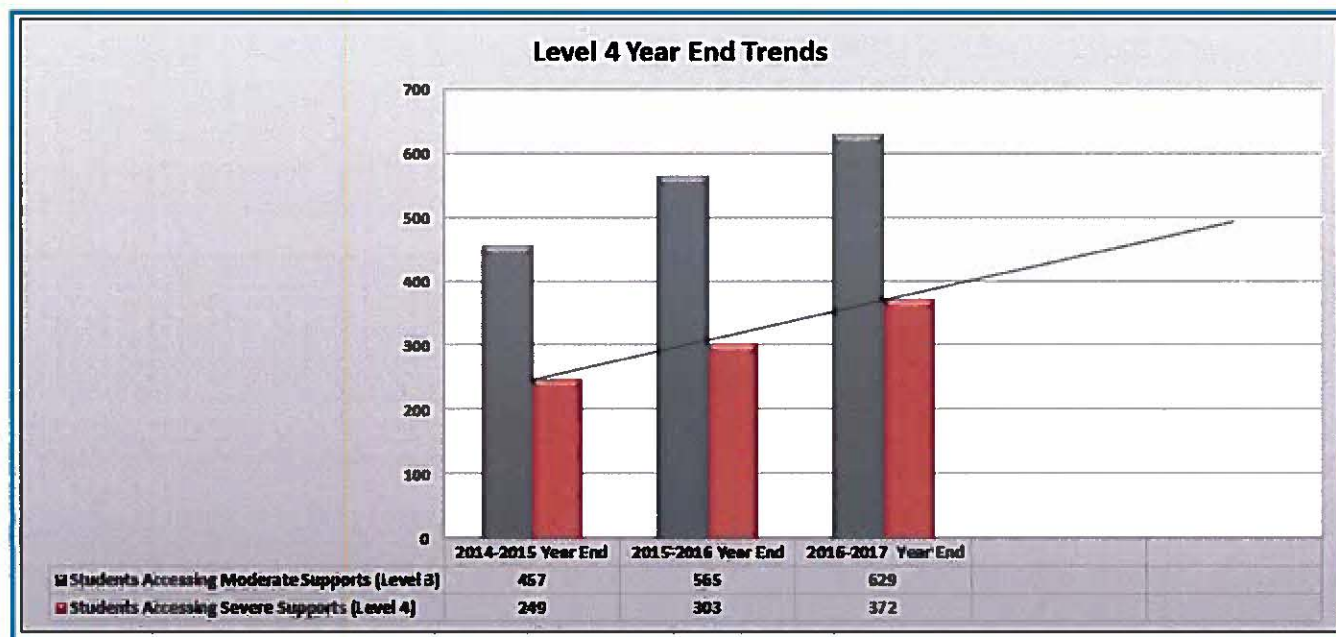
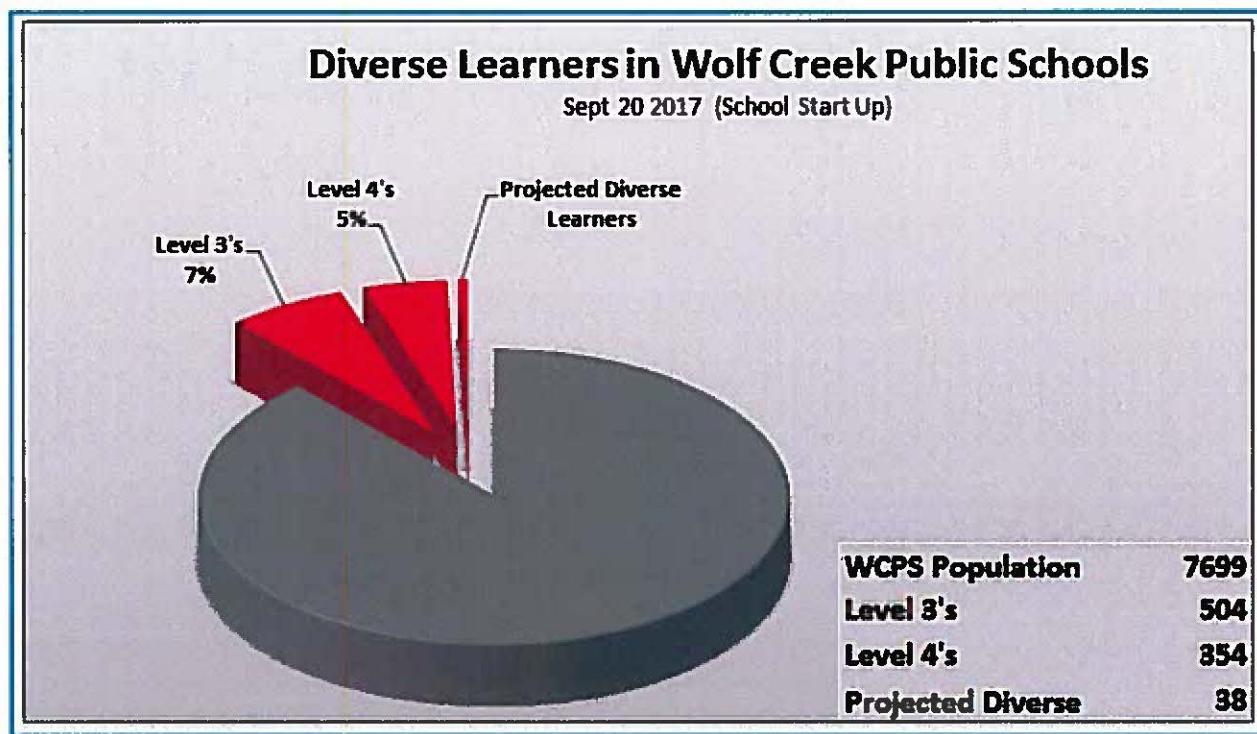
## Wolf Creek Public Schools Inclusive Education Information for Alberta Education

WCPS has supported inclusion since 2008. We have actualized the Setting the Direction mandate and Action on Inclusion mandate. We are currently ensuring that we are meeting Alberta Education's expectation regarding Safe and Caring Schools, which focuses on bullying, mental health, gender and sexuality. Inclusion also encompasses our First Nations, Metis and Inuit students, as well as, newcomers and immigrants. WCPS supports each of these diverse groups through a strategic plan. We have processes, structures and personnel that support all of these areas to ensure our diverse students are supported in an Inclusive, Safe and Caring public school system. We have even built local measures in our Three Year Plan that demonstrates how dedicated we are in not just meeting provincial mandates, but also holding ourselves accountable to continuing to improve and grow in these areas so our students are successful.

### Overall profile of WCPS

WCPS 2017-18 population is 7699. This is a reduction of 262 students from last year. Of those 262 students, we only had eighteen Level 4 students leave our system and had an increase of 53 Level 4 students since September, 2016. We also anticipate on adding an additional 38 students over the upcoming year as they have already surfaced and we are in the process of identification, testing and determining the severity of their needs.





The above graph highlights a 49% increase of Level 4 students from 2014-15 year end to 2016-17 year end.

Learners with diverse needs make up 12% of our total student population. As you can see, our general population is declining which is resulting in less funding. However, the

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number of learners with diverse needs is increasing who require much more funding than our 'regular' students.

Currently, we are receiving **\$5,678,307.00** from the government to support students with diverse learning needs and our WCPS Board is augmenting that amount with an **additional \$5,683,311.00**. **Total expenditures for supporting diverse learners in 2017-2018 is budgeted at \$11,361,618.**

Program Unit funding students and costs are NOT included in these numbers. It is costing us twice the amount that we receive to adequately support diverse learners in WCPS, as inclusion is not inexpensive.

An extensive range of supports are required for students to be meaningfully included with their peers. Teachers and administrators need adequate training, resources and skills to effectively support diverse populations of students. Educational assistants and specialist teachers are required to assist both students and teachers in inclusive settings. Specific social, emotional, and behavioural strategies and resources are essential to actualize mental health and social skills programming. In addition, the severity and intensity of the needs of students in which we are providing programming has increased. We have approximately 30 students that require coordinated intakes and Coordinated Services Plans where individual students will not be successful without the collaborative partnerships of outside agencies.

Despite the increasing complexity of students registering in WCPS, we are experiencing reduced services from our Regional Collaborative Service Delivery due to budget constraints and have extremely limited access to multi-disciplinary programs and residential facilities in central Alberta compared to those that are available in larger urban centres, such as Woods Homes in Calgary. As a result, students who require more specialized services that would better meet their emotional, learning and safety needs continue to remain in our system because they have nowhere else to go. **This situation has required our division to create three specialized behaviour program settings for students who demonstrate safety concerns.** It should be noted, however, that although these are specialized programs, they are not secured facilities and thus do not meet the needs of *some* students in our division.

**In response to your questions.**

- 1. How many students with severe needs are we talking about? What age are they?**

**Background:**

We have a process of identifying students with diverse needs that we call an Impact Assessment. This document is based on the Special Education Manual and outlines criteria in the following areas: Academic, Cognitive, Deaf and Hard of Hearing, Vision, Physical and Social/ Emotional/ Behaviour needs. Our Level 4 category identifies students who are 'severely complex'. Students at this level in any of the above areas are profoundly impacted and have extreme needs or have safety concerns. Student needs are categorized by a comprehensive team that includes school personnel (teachers, administrators, inclusion coaches, and social workers) and RCSD members such as speech language pathologists, occupational therapists and nurse when necessary. The team also includes division office staff (inclusive education coordinators, director of inclusive education, educational psychologists, district social worker and FNMI Coordinator). As well as school and division personnel, we have a large network of integrated services that help determine the level of complexity of student needs which includes Alberta Health Services and a variety of doctors and specialists. A sample student profile Impact Assessment can be shared upon request.

Level 3 indicates that students require targeted supports. We used to provide some EA support for our Level 3 students as they are of a 'moderate' profile and sometimes need EA help, BUT with budget constraints, we had to cut all our Educational Assistant Supports to our Level 3 students two years ago (approximately 16 FTE). We now try to support teachers and school-based teams with these students through our Inclusion Coaches and Social Workers. When our intervention is not successful they move into our severe Level 4 category. Level 3 students are very impacted and have a multitude of learning disabilities, but are not safety issues. We can provide examples of how we have had to use our funds to support a Level 4 safety concern and not provide additional supports to a student who is five or six grade levels below in their reading. With over 500 level 3 students you can see that our staff are not just contending with the severely complex profile, but also the moderate profile who also have a multitude of needs to be considered as they balance a regular classroom.

**Numbers:**

We have 354 Level 4 Students in our district with an anticipated additional 38 Level 4 students following Impact Assessment reviews this fall.

Grade	Level 3	Current Level 4	Projected New Level 4's	Total Learners	Diverse
Kindergarten	0	1		1	
Grade 1	13	34	2	49	
Grade 2	27	38	4	69	
Grade 3	27	20	4	51	
Grade 4	53	24	3	80	
Grade 5	54	32	4	90	
Grade 6	52	33	3	88	
Grade 7	38	24	2	64	
Grade 8	42	30	5	77	
Grade 9	34	32	4	70	
Grade 10	45	35	5	85	
Grade 11	52	28	2	82	
Grade 12	67	23		90	
<b>TOTAL Levels</b>	<b>504</b>	<b>354</b>	<b>38</b>	<b>896</b>	

We have this same breakdown per school if you would like to see how the numbers play out across our district.

## 2. How many came to you this year?

In September 2016, there were 301 Level 4 students, compared to the start of the current year, September 2017, with 354 Level 4 students and 38 new Level 4 students. This is an increase of 91 Level 4 students, which is a **30% increase** from last September.

## 3. Where are these students from? I'm guessing you had students already included in your district profile and then some that are new this year have added to your numbers.

Twenty two students that were previously Program Unit Funded are now identified as students requiring Level 4 supports in grade one.

- This number keeps increasing each year. Seven years ago we had 65 PUF students. This year we already have 115 PUF students and anticipate there will still be a few more.

There are 38 new students that moved into our system that either started as Level 4 or will come to be Level 4 over the year.

- There are a number of group homes in some communities in our school division. These homes support students with significantly complex needs, including addictions, mental health concerns, multiple disabilities, and safety concerns. The students require multiple specialized supports to achieve success.
- Students from across the province join foster families across Wolf Creek. Some of the students require intensive supports.
- Families move to central Alberta for employment purposes, coming from various areas of the province and across the country.
- We have several families moving into our district that are transient and move here as a result of a lower cost of living than urban centers.
- Families also choose to have their children transition from other school jurisdictions where inclusive practices are not prevalent or where they feel that sufficient supports are not provided.

We had 32 students move from Level 3 to Level 4 throughout the 2016-2017 year.

- We start the year with essential supports, monitoring students to see their level of functioning. We do not allocate resources until we are certain that students need

it which takes time to get to know them, administer level B and C assessments and activate school and district teams to determine level of impact.

- Once a complete analysis has been done, a shift from a level 3 allocation to a level 4 may occur.

We currently have 11 students, with the potential of 18, that come to us as a result of being in group homes.

- This is a revolving door so we have several new students who are very complex that come in throughout the year depending on space or their level of success at the group home. We will address Group Homes in more detail below.

**4. You mentioned group homes. Do you know under whose guardianship these students are? Where were they last year? What type of programming did they have or do they require? Could there be more students like these coming in the future?**

There are currently 4 group homes in the Ponoka area. Two of the group homes are run by Unlimited Potential Community Services (UPCS). UPCS offers intensive, intermediate and transitional services to people with histories of abuse, addiction, mental health, emotional, or behavioral challenges. There are 8 beds in two homes. Children Services, most often, are the guardians of students in these two group homes.

The other two group homes are Delegated First Nations Agencies (DFNA). Kasohkowew Child Wellness (KCWS) is the guardian for the students in these two homes. There are 10 beds in two homes.

Students in all four of these group homes are transient. They may have come from a treatment centre, detention centre, another group home, or their family. These student have severe needs with histories of trauma, addictions, mental health issues, and social emotional behavioral needs. This creates an atmosphere where intensive supports are required in order to assist them in attending school.

There will be more students with such needs coming to our schools in the future, because once one student has been moved, there is an empty bed, and another student will arrive.

## 5. Other Factors

- We have the fastest growing community in Alberta which is Blackfalds. This comes with its own set of challenges. There is a high level of organized crime (Hell's Angels) and drug trafficking, addictions and abuse. We have numerous students who are impacted by this dynamic.
- Maskwacis also is connected to our district through a long standing agreement. We have an intake process to accept students off reserve into our Ponoka Schools. We try to limit the number of students with diverse needs we accept but find that once they are in our system we need to support some of them to a greater extent than what was anticipated. Regardless of the needs at the time of intake, all of the students from Maskwacis have been, and continue to be, impacted by trauma through family connections, which requires additional support in the social, emotional and behavioral area.
- Our Faith Based Schools often do not take diverse students. We had 85 students move to the new Catholic School in Blackfalds and NONE of them were our Level 3 or 4 students.

## 6. Our Reality

- Staff are already accommodating Level 3 students with no additional support and clustering and grouping a number of level 4 students in each class.
- We have 144 EA's supporting 392 Level 4 extremely complex students. If we were to provide the 'ideal' not 'essential', then we would need additional supports and our Board is not financially able to support to that level.
- We had to approach our Board for additional supports this September because we had 38 new students that were all Level 4 show up in September. Some of those students are so complex they had to stay home until we could find an EA to support them. The Board reduced their reserves, yet again, to support our most vulnerable students. The decisions they are making to support students has almost depleted their reserves.
- Over 15 % of our student population have experienced trauma in their life and have mental health issues or social emotional and behavioral challenges. We have a school social work program in place to support these students. Currently we receive funding from Children Services and Wolf Creek Public Schools. With the changes to the way funding from Children Services is allocated, there is no guarantee this funding will continue. Without this program, many of our students who are experiencing these struggles would not make any personal or academic gains without the support from the school social workers.



## 7. If we do not receive additional funding or funding adjustment

- We will have to adjust our deployment of funds and staff and focus on our students who are, or who present, a great safety concern and revert to 'less than essential services'.
- Return to 'non-inclusive' practices such as segregated sites/programs, which we have worked so hard to eliminate. This practice is the cheapest, but most inappropriate way to support diverse learners.
- Shift to having our specialist teachers support students instead of building capacity with staff.
- Shift to having teachers support students with mental illness, social emotional behavior needs at the risk of causing more harm to the students due to lack of training.
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### **In conclusion:**

\*\* We activate all supports possible before we consider excluding a student, seeking alternate placement or connect with government for a special needs tribunal. We manage to succeed with students when other school districts do not. We have specific examples of what the power of inclusion, and creating essential conditions for diverse learners can do when we work with all our partners and provide appropriate programming and supports.

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**OTHER ADDITIONS/CONSIDERATIONS**

- **Outside program costs**
  - **Parkland**
  - **Woods**
- **RCSD Services**
- **LGTBQ Mandate:**
  - **Safe person and costs with inservice and orientation**
- **Local ATA - inclusion is still a key topic of concern**
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Areas of Impact	Key Indicators/Supports			
	<b>Level 1</b> – describes the typical student who can meet general student outcomes at or above grade level through high quality instruction, including differentiation.	<b>Level 2</b> – describes a student who requires adaptation and additional support. In order to be successful the student may or may not meet Alberta Education special education coding.	<b>Level 3</b> – describes a student who requires extensive adaptation and/or modification and may have difficulty meeting grade level outcomes. May or may not meet criteria for Alberta Education special education coding.	<b>Level 4</b> – describes a student who requires highly specialized and intensive programming and supports.
<b>Academic INDICATORS</b> • Academic Skills	Typical student learning outcomes. <ul style="list-style-type: none"> <li>○ Consistency in learning across subjects</li> <li>○ Utilizes critical thinking skills</li> <li>○ Able to read with accuracy, fluency and comprehension</li> <li>○ Can communicate ideas through written expression</li> <li>○ Able to communicate clearly with oral language</li> <li>○ Has good number sense, math fluency and problem solving skills</li> </ul>	Performance below expectations as indicated by classroom based or school-wide assessments. <p>In addition to Level 1 characteristics, may demonstrate:</p> <ul style="list-style-type: none"> <li>○ Inconsistency in learning across subjects</li> <li>○ Difficulty reading with accuracy, fluency and/or comprehension</li> <li>○ Reading is 2 years or more below grade level in secondary (decoding and comprehension)</li> <li>○ Difficulty with aspect of production (writing/speaking)</li> <li>○ Limited academic vocabulary</li> <li>○ Number sense, math fluency and problem solving skills have some deficiencies</li> </ul>	Performance well below expectations in 1 or more core learning area as indicated by school-wide AND/OR level B assessments (WIAT; WJR-III, Key Math, Informal reading diagnostic). <p>In addition to Level 2 characteristics, may demonstrate:</p> <ul style="list-style-type: none"> <li>○ Significant difficulty reading with accuracy, fluency and/or comprehension</li> <li>○ Significant difficulty initiating, completing and organizing</li> <li>○ Significant difficulty maintaining attention on school-related tasks</li> <li>○ Difficulty with all or most aspect of writing</li> <li>○ Number sense, math fluency and problem solving skills have significant deficiencies</li> </ul>	Performance well below in at least 2 or more core learning areas. Below average performance and extreme variability in school performance as indicated by level B and/or C assessments. <p>In addition to level 3 characteristics, may demonstrate:</p> <ul style="list-style-type: none"> <li>○ Functional reading abilities are limited, non-reader (limited sound-symbol association)</li> <li>○ Functional writing abilities are limited, non-writer (limited ability to write simple sentences)</li> <li>○ Functional math skills limited (limited ability tell time or count money)</li> <li>○ Limited executive functioning skills</li> </ul>
<b>Academic SUPPORTS</b>	<ul style="list-style-type: none"> <li>○ Access to high quality instruction</li> <li>○ Universal design for learning</li> <li>○ Differentiated instruction</li> <li>○ Assessment for learning</li> <li>○ Technology for learning</li> </ul>	In addition to Level 1 supports: <ul style="list-style-type: none"> <li>○ Requires an adaptation checklist (APP)</li> <li>○ Scaffolding for successful task completion</li> <li>○ Some targeted support</li> <li>○ Small group/flexible grouping</li> <li>○ More individualized instruction in literacy/numeracy</li> <li>○ Explicit vocabulary instruction</li> <li>○ Monitoring of daily work</li> <li>○ ATL (eg. RWG) and/or low tech supports such as manipulatives, calculator</li> <li>○ Accommodation for PATs and DIPs</li> <li>○ In junior/senior high, may be in K and E program</li> </ul>	In addition to Level 1 and 2 supports: <ul style="list-style-type: none"> <li>○ Requires an IPP, indicating modified curricular outcomes</li> <li>○ Instruction must focus on key concepts</li> <li>○ More targeted or specialized support in literacy/numeracy</li> <li>○ Direct instruction in use of strategies</li> <li>○ May require alternate ways of demonstrating knowledge</li> <li>○ Consistent access to low tech supports</li> <li>○ Develop self-advocacy skills and awareness of learning difficulties, and areas of strength</li> <li>○ At secondary:               <ul style="list-style-type: none"> <li>- Requires additional time to complete high school coursework</li> <li>- May benefit from alternative delivery modes</li> <li>- Transition support to post-secondary</li> </ul> </li> </ul>	In addition to Level 1, 2 and 3 supports: <ul style="list-style-type: none"> <li>○ Requires an IPP</li> <li>○ Some strategically targeted EA support</li> <li>○ Significant modification to the amount of time, complexity of task or curricular objectives</li> <li>○ Extensive use of ATL</li> <li>○ Digital texts, other audio supports</li> <li>○ Planned reduction of EA support (replace with ATL, strategy instruction, and self-advocacy)</li> </ul>
<b>Social Emotional Behavioural INDICATORS</b> • Behaviour is the primary support need • Behaviour not explained by low cognitive ability, learning difficulties, classroom management or physical challenges	<b>GENERAL</b> <ul style="list-style-type: none"> <li>○ Follows routines independently</li> <li>○ Reasonably compliant</li> <li>○ Respects self, others and property</li> </ul> <b>SOCIAL</b> <ul style="list-style-type: none"> <li>○ Takes initiative</li> <li>○ Accepts responsibility</li> <li>○ Engaged in learning at a reasonable level</li> </ul> <b>EMOTIONAL</b> <ul style="list-style-type: none"> <li>○ Responds to correction and natural consequences</li> <li>○ Able to form social relationships</li> <li>○ Is self-regulating and emotionally stable</li> <li>○ Self-advocating</li> </ul> <b>BEHAVIOURAL</b> <ul style="list-style-type: none"> <li>○ May experience short-term emotional or</li> </ul>	<b>Mild severity and intensity (occasional – weekly or less frequent).</b> <b>GENERAL</b> <ul style="list-style-type: none"> <li>○ History of involvement with other agencies</li> <li>○ Behaviour that has impact on some settings</li> <li>○ Difficulty with functioning in regular classroom</li> <li>○ May have attendance issues</li> </ul> <b>SOCIAL</b> <ul style="list-style-type: none"> <li>○ Withdrawal, social isolation</li> <li>○ Dependency</li> <li>○ Lack of social skills acquisition (social cues)</li> <li>○ Lack of social reciprocity</li> <li>○ Lack of social understanding</li> </ul> <b>EMOTIONAL</b>	<b>Moderate severity and intensity (frequently - daily or on regular schedule)</b> <b>GENERAL</b> <ul style="list-style-type: none"> <li>○ History of involvement with other agencies</li> <li>○ Behaviour that has impact on most settings</li> <li>○ Difficulty with functioning in regular classroom</li> <li>○ May have attendance issues</li> </ul> <b>SOCIAL</b> <ul style="list-style-type: none"> <li>○ Withdrawal, social isolation</li> <li>○ Dependency</li> <li>○ Lack of social skills acquisition (social cues)</li> <li>○ Lack of social reciprocity</li> <li>○ Lack of social understanding</li> </ul> <b>EMOTIONAL</b>	<b>Severe intensity. (continuously – regular/on a consistent basis)</b> <b>GENERAL</b> <ul style="list-style-type: none"> <li>○ History of involvement with other agencies</li> <li>○ Behaviour that has impact on all settings</li> <li>○ Difficulty with functioning in regular classroom</li> <li>○ May have attendance issues</li> </ul> <b>SOCIAL</b> <ul style="list-style-type: none"> <li>○ Withdrawal, social isolation</li> <li>○ Dependency</li> <li>○ Lack of social skills acquisition (social cues)</li> <li>○ Lack of social reciprocity</li> <li>○ Lack of social understanding</li> </ul> <b>EMOTIONAL</b>

<p>Caution: Variance for students diagnosed with ADHD, ASD and FASD.</p>	<p>Behaviour difficulties (grief, divorce, peer issues)</p> <ul style="list-style-type: none"> <li>Ability to empathize and demonstrate remorse</li> </ul>	<ul style="list-style-type: none"> <li>Harmful to self</li> <li>Sadness and/or unhappiness</li> <li>Worry and/or fear</li> <li>Worthlessness</li> <li>Hopelessness</li> </ul> <p><b>BEHAVIOURAL</b></p> <ul style="list-style-type: none"> <li>Aggression to self or others</li> <li>Lies</li> <li>Steals</li> <li>Property disruption</li> <li>Argumentative</li> <li>Defiant, non-compliant</li> <li>Easily annoyed</li> <li>Angry</li> <li>Easily distracted</li> <li>Task avoidance</li> <li>Disorganized</li> <li>Attention</li> <li>Restless</li> <li>Impulsive</li> </ul>	<ul style="list-style-type: none"> <li>Harmful to self</li> <li>Sadness and/or unhappiness</li> <li>Worry and/or fear</li> <li>Worthlessness</li> <li>Hopelessness</li> </ul> <p><b>BEHAVIOURAL</b></p> <ul style="list-style-type: none"> <li>Aggression to self or others</li> <li>Lies</li> <li>Steals</li> <li>Property disruption</li> <li>Argumentative</li> <li>Defiant, non-compliant</li> <li>Easily annoyed</li> <li>Angry</li> <li>Easily distracted</li> <li>Task avoidance</li> <li>Disorganized</li> <li>Attention</li> <li>Restless</li> <li>Impulsive</li> </ul>	<ul style="list-style-type: none"> <li>Harmful to self</li> <li>Sadness and/or unhappiness</li> <li>Worry and/or fear</li> <li>Worthlessness</li> <li>Hopelessness</li> </ul> <p><b>BEHAVIOURAL</b></p> <ul style="list-style-type: none"> <li>Aggression to self or others</li> <li>Lies</li> <li>Steals</li> <li>Property disruption</li> <li>Argumentative</li> <li>Defiant, non-compliant</li> <li>Easily annoyed</li> <li>Angry</li> <li>Easily distracted</li> <li>Task avoidance</li> <li>Disorganized</li> <li>Attention</li> <li>Restless</li> <li>Impulsive</li> </ul>
<p><b>Social Emotional Behavioural SUPPORTS</b></p>	<p><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>School and classroom expectations clearly outlined, explicitly stated and reinforced often</li> <li>Well organized classroom</li> <li>Focus on relationship building amongst student, staff, parents</li> </ul> <p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>Explicit instruction regarding social expectations</li> <li>Age appropriate social interactions with adequate guidance</li> <li>Reasonable level of learning opportunities (e.g. balance between individual, small group, and large group activities)</li> </ul> <p><b>EMOTIONAL</b></p> <ul style="list-style-type: none"> <li>Opportunities to respond to correction and to self correct</li> <li>Opportunities to respond to natural consequences</li> <li>Adequate instruction and opportunities to form social relationships</li> <li>Instruction and encouragement to self-regulate and self-advocate</li> </ul> <p><b>BEHAVIOURAL</b></p> <ul style="list-style-type: none"> <li>School and classroom climate allow support when student is experiencing short-term emotional or behavioural difficulties (grief, divorce, peer issues) by providing psycho-education, opportunities for guidance and counselling, etc.</li> </ul>	<p>Mild severity and intensity (occasional – weekly or less frequent).</p> <p><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>Facilitation of or collaboration with other agencies (ie. BBBS, MH)</li> <li>APP/Behaviour accommodations may be required</li> <li>Monitoring of attendance</li> <li>Regular home/school communication</li> <li>Consistent structure</li> <li>Higher rate of reinforcement and explicit instruction of expectations</li> <li>Increased focus on visual supports</li> <li>Adult or peer mentor</li> <li>Access to school social worker or FSLW</li> <li>Staff tolerance and understanding</li> <li>Prepared for changes, transitions</li> </ul> <p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>Social skills modelling and instruction in social expectations</li> <li>Guided interactions with peers</li> </ul> <p><b>EMOTIONAL</b></p> <ul style="list-style-type: none"> <li>Monitoring for self-harm thoughts, actions</li> <li>Monitoring for sadness and/or unhappiness, worry and/or fear, feelings of worthlessness, hopelessness</li> </ul> <p><b>BEHAVIOURAL</b></p> <ul style="list-style-type: none"> <li>Pre-teaching and post teaching of behavioural expectations</li> <li>Instruction in problem solving, self-regulation</li> <li>Logical consequences in place and understood</li> <li>Opportunities for small successes in accountability, responsibility, Behaviour Improvement</li> </ul>	<p>Moderate severity and intensity (frequently - daily or on regular schedule)</p> <p><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>Facilitation of or collaboration with other agencies (ie. FSCD, CFSA, MH)</li> <li>Increased monitoring of attendance</li> <li>Regular/daily home/school communication</li> <li>Consistent structure</li> <li>Higher rate of reinforcement and explicit instruction of expectations</li> <li>Collaborative meetings, may include CSP</li> <li>Increased focus on visual supports</li> <li>Adult mentor (eg. use of CIGO)</li> <li>More frequent access to school social worker or FSLW</li> <li>Adult or peer mentor</li> <li>Staff tolerance and understanding</li> <li>Support for changes, transitions</li> <li>Requires support across most settings</li> <li>Priority focus on relationship building</li> </ul> <p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>Frequent social skills modelling and instruction in social expectations</li> <li>Frequent use of social stories</li> <li>Frequent guided/supported interactions with peers</li> </ul> <p><b>EMOTIONAL</b></p> <ul style="list-style-type: none"> <li>Frequent monitoring for self-harm thoughts, actions</li> <li>Frequent monitoring for sadness and/or unhappiness, worry and/or fear, feelings of worthlessness, hopelessness</li> </ul> <p><b>BEHAVIOURAL</b></p> <ul style="list-style-type: none"> <li>Pre-teaching and post teaching of behavioural expectations</li> <li>IPP, FBA, BIP required</li> <li>Frequent instruction and support in</li> </ul>	<p>Severe intensity (continuously – regular/on a consistent basis)</p> <p><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>High level of community resource involvement (mental health, police, addictions, probation, etc.)</li> <li>Mental health and/or psychiatric follow up</li> <li>Extensive case management (CSP)</li> <li>Consistent, intensive social-emotional-behavioural support</li> <li>Requires supervision and support at lunch, recess, etc.</li> <li>Alternative placement in district</li> <li>Behaviour that has significant impact across all settings</li> <li>May have chronic attendance issues</li> <li>Staff requires support, PD</li> <li>Extensive home/school communication, collaboration</li> <li>Behaviour support plan based on an FBA</li> <li>Safety Plan</li> <li>High priority counselling services</li> <li>High priority focus on relationship building</li> </ul> <p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>Monitor and manage (when appropriate) pervasive and extreme social states</li> <li>Monitor and support Behaviour to counteract withdrawal, social isolation</li> <li>Increased attempts for independence from staff (eg. EA)</li> <li>Continuous focus on social skills acquisition (social cues), social reciprocity, social understanding</li> </ul> <p><b>EMOTIONAL</b></p> <ul style="list-style-type: none"> <li>Monitor and manage (when appropriate) pervasive and extreme emotional states</li> <li>Awareness of need and for when additional</li> </ul>

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			<ul style="list-style-type: none"> <li>problem solving, self-regulation</li> <li>Logical consequences in place and understood, but may need each step broken down and explained</li> <li>Opportunities for small successes in accountability, responsibility, Behaviour improvement, often rewarded extrinsically</li> </ul>	<ul style="list-style-type: none"> <li>supports are required</li> <li>BEHAVIOURAL</li> <li>Consistent, continuous, pre teaching and post teaching of Behavioural expectations</li> <li>Supported by FBA, BIP, IPP</li> <li>Consistent, continuous and guided instruction and support in problem solving, self-regulation</li> <li>Logical consequences in place and understood, needs each step broken down and explained</li> <li>Opportunities for small successes in accountability, responsibility, Behaviour improvement, often rewarded extrinsically</li> </ul>
<b>Cognitive INDICATORS</b> <ul style="list-style-type: none"> <li>Ability</li> <li>Primary support and/or instructional need is related to cognitive ability</li> <li>Difficulties with learning, Behaviour, physical or sensory challenges best explained by cognitive challenges</li> </ul> <p>Caution: Attend to full scale IQ scoring.</p>	Full scale IQ, typically 85+ <ul style="list-style-type: none"> <li>Able to achieve or master student learning outcomes with differentiated instruction and assessment</li> </ul>	Full scale IQ 70-85 <p>May demonstrate:</p> <ul style="list-style-type: none"> <li>Functions best in familiar activities and structured routines</li> <li>Difficulties become more evident when presented with abstract learning materials</li> <li>Present with difficulties in language</li> <li>Present with difficulties in articulation</li> <li>Present with difficulties in motor development</li> </ul> <p><b>GIFTED</b></p> <ul style="list-style-type: none"> <li>Full scale IQ 130</li> </ul> <p>Gifted students require programming supports.</p>	Full scale IQ 50-70 <p>May demonstrate:</p> <ul style="list-style-type: none"> <li>Delays in all or most areas of development</li> <li>Working on early or functional academic tasks</li> <li>Extremely limited generalization of learning</li> <li>Delayed communication skills and fine motor functioning</li> <li>May be independent within familiar structured activities or for short periods</li> <li>As an adult, group or assisted living arrangements</li> <li>Could be involved in some vocational and recreational activities</li> <li>As an adult, capable of functional literacy</li> <li>May qualify for government assistance</li> </ul>	Full scale IQ below 50 or may be considered untestable <p>May demonstrate:</p> <ul style="list-style-type: none"> <li>Severe delays in all or most areas of development</li> <li>Extremely limited generalization of learning</li> <li>Little if any functional communication except for basic vocalization, gestures</li> <li>Delays in fine and gross motor functioning</li> <li>As an adult, will require assistive living, may qualify for AISH, PDD, guardianship</li> </ul>
<b>Cognitive SUPPORTS</b>	<ul style="list-style-type: none"> <li>Access to high quality instruction</li> <li>Universal design for learning</li> <li>Differentiated instruction</li> <li>Assessment for learning</li> <li>Technology for learning</li> </ul>	<ul style="list-style-type: none"> <li>Requires support planning, organizing, problem-solving, pre-teaching and review on key concepts and concrete learning</li> <li>Progress is made academically but program is likely adapted and potentially modified</li> <li>May need reminders in activities of daily living</li> <li>If eligible for government assistance, family may need support in accessing</li> <li>Requires programming supports aligned to their learning profile (gifted)</li> </ul>	<ul style="list-style-type: none"> <li>Step by step instruction needed for skill acquisition</li> <li>May require supports to be understood (typing, pictures, signs, ATL)</li> <li>Learns best through functional routines</li> <li>Requires visual supports, repetitive practices</li> <li>Needs supervision at recess, lunch</li> <li>May require input from rehabilitation specialists</li> <li>May require specialized equipment</li> <li>Requires support at least initially to learn routines/skills in new environments/community settings</li> <li>Likely eligible for government assistance, family may need support in accessing</li> </ul>	<ul style="list-style-type: none"> <li>Program focuses on quality of life, foundational skills, partial participation</li> <li>Community access with support</li> <li>Peers need to be taught how to interact with student</li> <li>Active, ongoing collaboration with parents</li> <li>Input from rehabilitation specialists</li> <li>EA requires specialized training</li> <li>1 to 1 assistance for activities of daily living</li> <li>Planned opportunities to demonstrate skills</li> <li>For older students, family may need assistance in accessing government assistance (e.g. assisted living, AISH, PDD, guardianship)</li> </ul>
<b>Physical INDICATORS</b> <ul style="list-style-type: none"> <li>Primary need is related to a medical condition or syndrome</li> <li>Learning or behavioural</li> </ul>	<ul style="list-style-type: none"> <li>Physically healthy or has a physical condition controlled with little or no educational, social, emotional or behavioural implications</li> <li>Examples may include but are not limited to controlled asthma, diabetes, epilepsy, allergies, depression, anxiety, ASD, ADHD, FASD</li> </ul>	Has a medical or physical condition resulting in mild difficulties during physical activities or self-help skills. <p>May demonstrate:</p> <ul style="list-style-type: none"> <li>Fine motor delays</li> <li>Gross motor delays</li> </ul>	Has a medical or physical condition resulting in moderate difficulties during physical activities or self-help skills. <p>In addition to level 2 characteristics, may demonstrate:</p> <ul style="list-style-type: none"> <li>Difficulties with specific physical activities</li> </ul>	Has a medical or physical condition resulting in severe difficulties during physical activities or self-help skills. <p>In addition to level 3 characteristics, may demonstrate:</p> <ul style="list-style-type: none"> <li>Significant difficulties with specific physical</li> </ul>

difficulty is primarily related to the effects of the medical condition		<ul style="list-style-type: none"> <li>o Attention difficulties</li> <li>o Increased absence from school</li> <li>o Restrictions to activities and/or diet</li> <li>o Hesitancy to participate in some activities</li> <li>o Mobility difficulties</li> <li>o Sensory sensitivities</li> </ul>	<ul style="list-style-type: none"> <li>o Restrictions on participation in activities</li> <li>o Limited mobility, difficulty modulating awareness</li> <li>o Limited functioning in a school setting without extensive supports and services</li> <li>o Physical disability may affect communication</li> <li>o Unusual responses to sensory stimulation</li> </ul>	<ul style="list-style-type: none"> <li>o activities</li> <li>o Significant restrictions on participation in activities</li> <li>o Has medical condition resulting in severe difficulties</li> <li>o May be considered "medically fragile"</li> <li>o Total dependence upon adults</li> <li>o Need for 1:1 assistant for all activities of daily living such as toileting and eating</li> <li>o Need for medical interventions such as tube-feeding, monitoring of seizures</li> </ul>
<b>Physical SUPPORTS</b>	No condition present or student managed. <ul style="list-style-type: none"> <li>o May require minimal monitoring or support as a result of a condition including but not limited to controlled asthma or allergies</li> </ul>	<ul style="list-style-type: none"> <li>o Low tech supports, modified equipment (seating or access, fine motor)</li> <li>o Monitoring for absences, strategies to support attendance, homework support</li> <li>o Monitoring or modifications to physical activities</li> <li>o Monitoring of diet</li> <li>o Sensory tools</li> </ul>	<ul style="list-style-type: none"> <li>o Physical therapist involvement</li> <li>o Occupational Therapist involvement</li> <li>o Nursing supports in place</li> <li>o Restrictions on participation in activities</li> <li>o Modified access with more extensive equipment</li> <li>o Specialized equipment or transportation required for field trips or special events</li> <li>o Adaptive communication devices may be required</li> <li>o Sensory tools as directed by a specialist</li> </ul>	<ul style="list-style-type: none"> <li>o Increased Physical therapist involvement</li> <li>o Increased Occupational Therapist involvement</li> <li>o Increased Nursing supports in place</li> <li>o Significantly modified access with more extensive equipment</li> <li>o Specialized equipment or transportation required for field trips or special events</li> <li>o Adaptive communication devices may be required</li> <li>o Sensory tools as directed by a specialist</li> <li>o Total dependence upon adults</li> <li>o 1:1 assistant for all activities of daily living such as toileting and eating</li> <li>o Medical interventions such as tube-feeding, monitoring of seizures</li> </ul>
<b>Visually Impaired INDICATORS</b> <ul style="list-style-type: none"> <li>o Support needs related primarily to low, limited or no vision</li> </ul>	Normal vision (with correction if necessary)	<p>Student has reduced acuity of 20/30 – 20/70</p> <p>May demonstrate:</p> <ul style="list-style-type: none"> <li>o Difficulty following direction that requires use of vision</li> <li>o Clumsiness</li> <li>o Prone to accidents</li> <li>o Fatigue</li> <li>o Difficulty with academic and play/recreational skills involving visual/motor coordination</li> <li>o Difficulty with normal sized text</li> <li>o Poor printing</li> </ul>	<p>Student has acuity of 20/70 – 20/200 or worse, may be considered legally blind (code 56 or 46)</p> <p>May demonstrate:</p> <ul style="list-style-type: none"> <li>o A deteriorating condition</li> <li>o Head tilting or body posturing to compensate for restricted field of vision</li> <li>o Difficulty following a visual demonstration without additional cues</li> <li>o Clumsy or excessively cautious in unfamiliar environments</li> <li>o Difficulty negotiating the physical environment</li> </ul>	<p>Student has acuity of 20/200 or worse, even after correction in the better eye</p> <p>May be considered legally blind (coded 46)</p> <ul style="list-style-type: none"> <li>o Student has no usable vision or a field of vision reduced to an angle of 20 degrees</li> <li>o Follows the programs of study with appropriate adaptations</li> <li>o Child is unable to function with extensive supports</li> </ul>
<b>Visually Impaired SUPPORTS</b>	Normal vision (with correction if necessary)	<ul style="list-style-type: none"> <li>o May require modifications to learning materials, (enlarged text)</li> <li>o Environmental modifications, (locker and or desk placement)</li> <li>o Monitoring and accommodating for fatigue</li> <li>o Play/recreational skills involving visual/motor coordination require adaptations</li> <li>o Reader or scribe may be required</li> <li>o ATL supports in place (magnification, large print, zoom text, RWG)</li> </ul>	<ul style="list-style-type: none"> <li>o Specialist involvement and consultation</li> <li>o Requires modifications to learning materials, (enlarged text, audio based support, tactile)</li> <li>o Environmental modifications, (locker and or desk placement)</li> <li>o Monitoring and accommodating for fatigue</li> <li>o Play/recreational skills involving visual/motor coordination require adaptations</li> <li>o Reader or scribe may be required</li> <li>o Adult or peer support is often necessary for recess and or transitions, classroom activities</li> <li>o ATL supports in place (magnification, large print, zoom text, RWG, dual or larger monitor)</li> </ul>	<ul style="list-style-type: none"> <li>o Extensive specialist involvement and consultation</li> <li>o Extensive modification of learning materials (Braille)</li> <li>o Extensive modification of learning environment</li> <li>o Extensive adult support</li> <li>o Extensive ATL supports in place, not to support vision – instead of vision</li> </ul>

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<p><b>Deaf and Hard of Hearing</b></p> <ul style="list-style-type: none"> <li>Support needs related primarily to hearing impairments</li> </ul>	<p>No apparent hearing problems or may experience transient hearing difficulties</p>	<p>Residual hearing with possible delay in language development.</p> <p>May demonstrate difficulty:</p> <ul style="list-style-type: none"> <li>Following whole class instruction (may seem inattentive or "non-compliant")</li> <li>Delay in response time to verbal instruction</li> <li>May be reliant on visual cues</li> <li>Difficulty with the production of specific consonant speech sounds</li> </ul>	<p>Some residual hearing with language delay resulting from lack of exposure to language.</p> <p>May demonstrate difficulty:</p> <ul style="list-style-type: none"> <li>Difficulty following instructions in the absence of contextual cues</li> <li>Demonstrates some difficulties in social relationships</li> <li>Will have difficulty knowing what is said without visual support</li> <li>Language development may be delayed</li> <li>ASL or picture based communication</li> </ul>	<p>Minimal or no residual hearing and deprivation from visual language (code 45).</p> <p>May demonstrate difficulty:</p> <ul style="list-style-type: none"> <li>Language development may be delayed</li> <li>May have difficulty developing social connections on own</li> <li>Aural-oral communication ineffective</li> <li>Unless others sign will have difficulty developing social relationships, communicating with others</li> <li>Requires consistent support for all forms of communication</li> </ul>
<p><b>Deaf and Hard of Hearing</b></p>	<p>No apparent hearing problems or student independently compensates for transient hearing difficulties.</p>	<p>Residual hearing with possible delay in language development.</p> <ul style="list-style-type: none"> <li>Classroom audio</li> <li>May have hearing aid</li> <li>Preferential seating, purposeful instructional strategies (facing the student with verbal cues)</li> <li>Checking for understanding</li> <li>Visual reinforcements for verbal directions/tasks</li> <li>Provide adequate response time</li> <li>May have support for speech and language skills/acquisition</li> </ul>	<p>Some residual hearing with language delay resulting from lack of exposure to language.</p> <ul style="list-style-type: none"> <li>Specialist involvement and consultation</li> <li>Contextual cues and visual support required</li> <li>Classroom audio or personal FM system, hearing aids</li> <li>Preferential seating, purposeful instructional strategies (facing the student with verbal cues)</li> <li>Checking for understanding</li> <li>Visual reinforcements for verbal directions/tasks</li> <li>Provide adequate response time, reader supported with sign language</li> <li>May have support for speech and language skills/acquisition</li> <li>ATL supports in place (picture based communication, visual schedules)</li> </ul>	<p>Minimal or no residual hearing and deprivation from visual language (code 45).</p> <ul style="list-style-type: none"> <li>Extensive specialist involvement and consultation</li> <li>Adult support required to facilitate communication and learning</li> <li>Visual support required</li> <li>Preferential seating, purposeful instructional strategies</li> <li>Visual reinforcements for verbal directions/tasks</li> <li>Provide adequate response time</li> <li>May have support for speech and language skills/acquisition</li> <li>ATL supports in place (picture based communication, visual schedules)</li> </ul>
<p><b>Executive Functioning INDICATORS</b></p>	<ul style="list-style-type: none"> <li>Planning</li> <li>Organization</li> <li>Working memory</li> <li>Time management</li> <li>Goal directed persistence</li> <li>Flexibility</li> <li>Ability to take initiative, self-starter</li> <li>Self-monitoring</li> <li>Metacognition, self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Organization</li> <li>Working memory</li> <li>Time management</li> <li>Goal directed persistence</li> <li>Flexibility</li> <li>Ability to take initiative, self-starter</li> <li>Self-monitoring</li> <li>Metacognition, self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Organization</li> <li>Working memory</li> <li>Time management</li> <li>Goal directed persistence</li> <li>Flexibility</li> <li>Ability to take initiative, self-starter</li> <li>Self-monitoring</li> <li>Metacognition, self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Organization</li> <li>Working memory</li> <li>Time management</li> <li>Goal directed persistence</li> <li>Flexibility</li> <li>Ability to take initiative, self-starter</li> <li>Self-monitoring</li> <li>Metacognition, self-reflection</li> </ul>
<p><b>Executive Functioning SUPPORTS</b></p>	<p>Age Appropriate executive functioning support</p>	<ul style="list-style-type: none"> <li>Coaching to use age appropriate executive skills</li> <li>Increased use of and support in using planning and organization tools (graphic organizers)</li> <li>Teaching of and coaching to use working memory strategies,</li> <li>Teaching of and coaching to use time management tools (timers, agendas, digital reminders)</li> <li>Encouraging and monitoring task initiation and goal directed persistence</li> <li>Strategies to manage change or transitions</li> <li>Coaching to develop self-monitoring and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Reducing requirements and coaching skill development</li> <li>Reducing working memory requirements, coaching application of new strategies</li> <li>Encouraging increased use of and support with use of time management tools</li> <li>Increased monitoring of task initiation and task completion</li> <li>Support to manage change and transitions</li> <li>Increased coaching to develop self-monitoring and reflection (rewards system, contract)</li> </ul>	<ul style="list-style-type: none"> <li>Compensating for severe deficits in executive functioning</li> <li>Intensive and continuous supports for planning, organization and managing time</li> <li>Explicit instruction and consistent monitoring to initiate, sustain and complete tasks</li> <li>Requires intensive support to manage situations requiring change or flexibility</li> <li>ATL supports in place (visual schedules)</li> <li>External structures and motivators to guide behaviour (rewards system, contract)</li> </ul>

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**Thursday March 8, 2018**

**IIS Profile**



**Inclusive Learning  
Services**





# Overall Profile of Inclusive Needs in WCPS

## 2017-18 Level 4 Projections vs. Actuals

Grade	2017-18 Start Up Level 4's	Projected New Level 4's	Projected Total Level 4's
Kindergarten	1		1
Grade 1	34	2	36
Grade 2	38	4	42
Grade 3	20	4	24
Grade 4	24	3	27
Grade 5	32	4	36
Grade 6	33	3	36
Grade 7	24	2	26
Grade 8	30	5	35
Grade 9	32	4	36
Grade 10	35	5	40
Grade 11	28	2	30
Grade 12	23		23
<b>TOTAL Levels</b>	<b>354</b>	<b>38</b>	<b>392</b>

Feb 2018 Actual NEW Level 4's	Feb 2018 TOTAL Level 4's
2	3
8	41
6	38
3	39
4	32
4	34
2	33
2	24
4	36
1	31
4	36
7	33
0	26
<b>47</b>	<b>406</b>

Difference in Projected vs. Actual
2
5
-4
15
5
-2
-3
-2
1
-5
-4
3
3
<b>14</b>

JS







# Inclusive Learning Services

## 2017-18 Level 3 Start Up vs. Feb 2018 Actual Level 3's

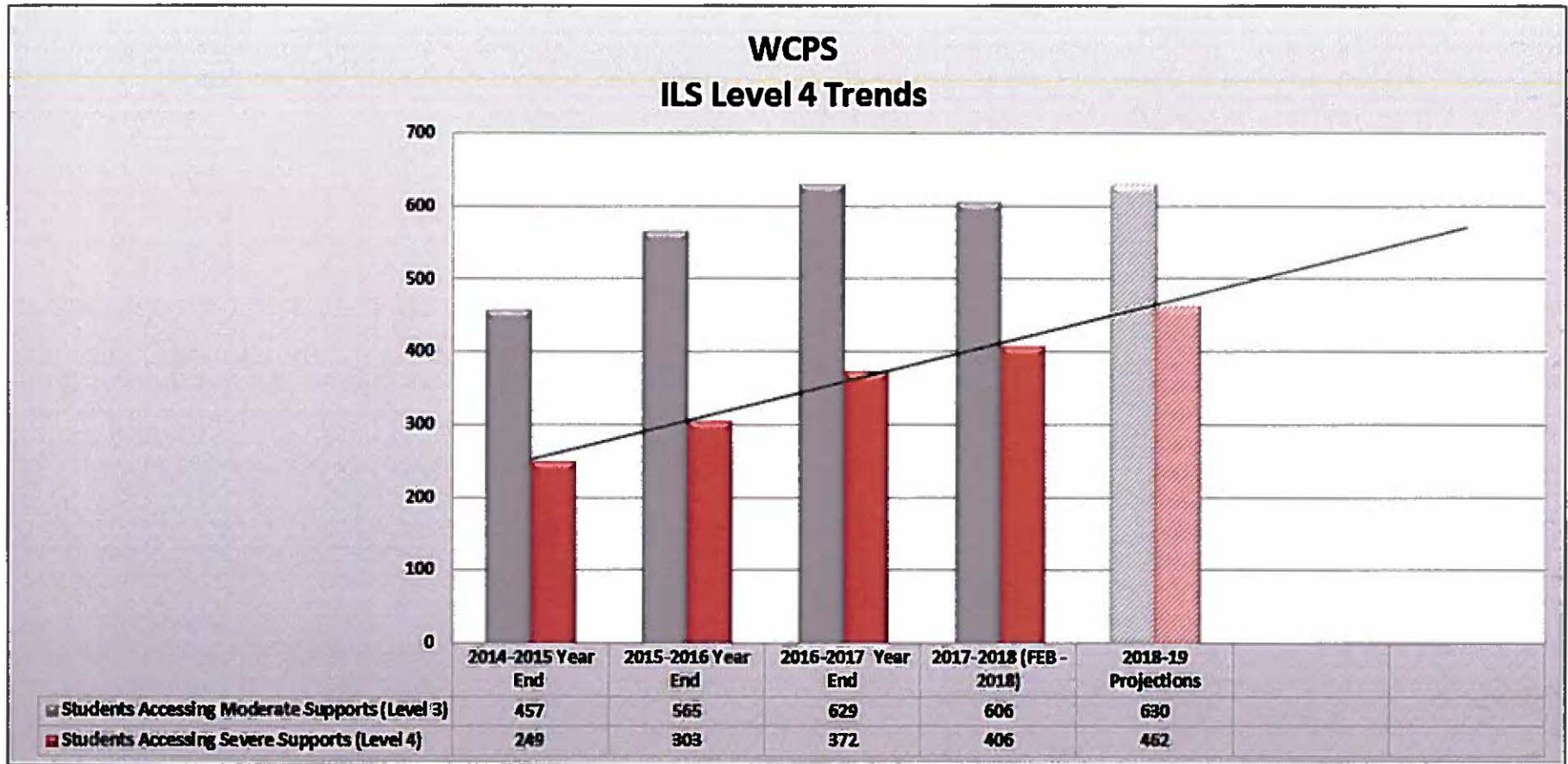
Grade	2017-18 Start Up Level 3's	Feb 2018 NEW Level 3's	Feb 2018 TOTAL Level 3's
Kindergarten	0		
Grade 1	13	13	25
Grade 2	27	12	37
Grade 3	27	15	52
Grade 4	53	17	65
Grade 5	54	10	63
Grade 6	52	10	65
Grade 7	38	4	38
Grade 8	42	8	49
Grade 9	34	2	41
Grade 10	45	8	57
Grade 11	52	3	51
Grade 12	67	4	63
<b>TOTAL Levels</b>	<b>504</b>	<b>106</b>	<b>606</b>

## 2017-18 Total Diverse Learners Level 3 & 4

2018 Total Projected Diverse Learners	Feb 2018 Actual Number of Diverse learners
<b>896</b>	<b>1012</b>

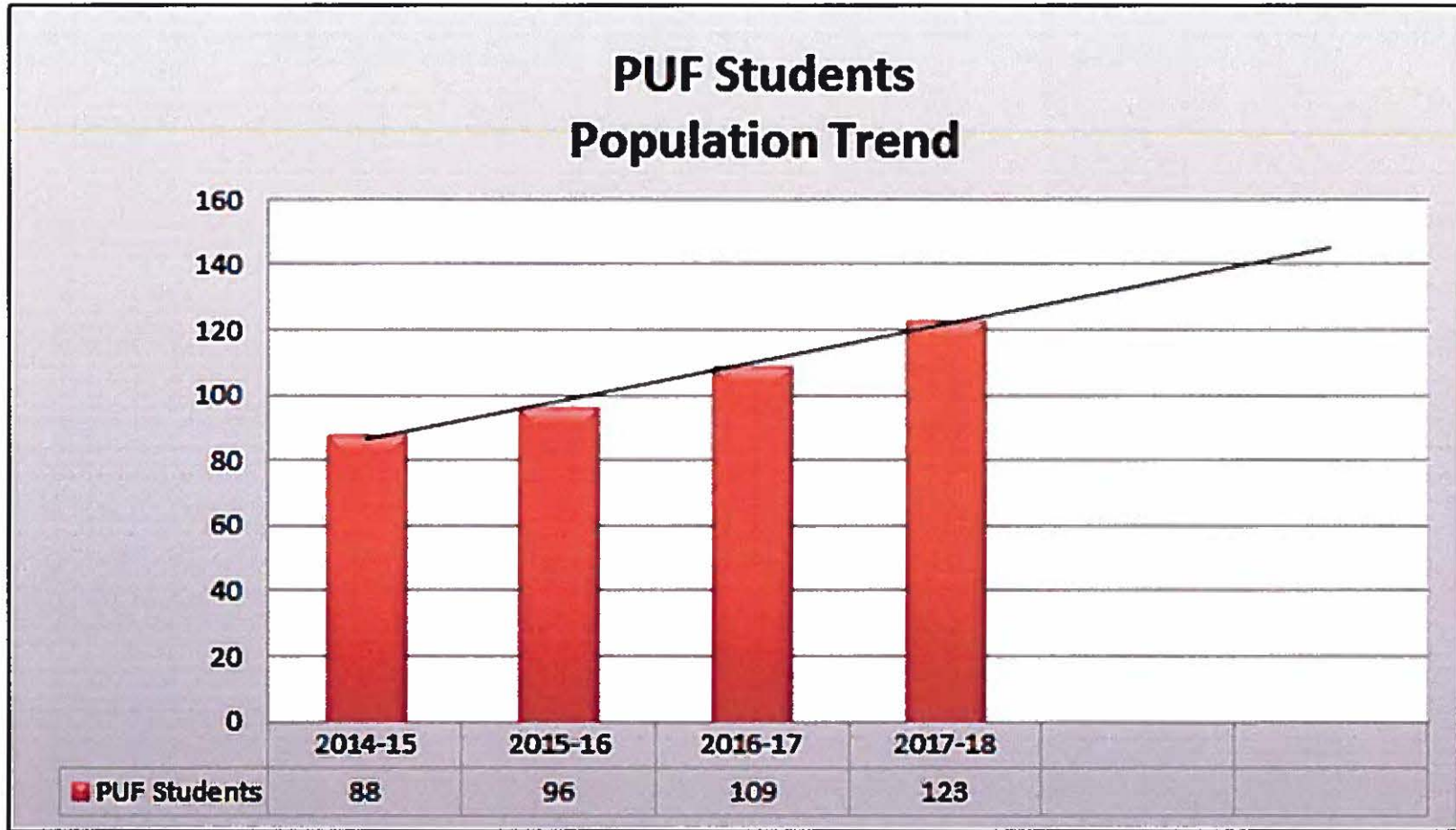


# Diverse Learner Trend - 4 Years



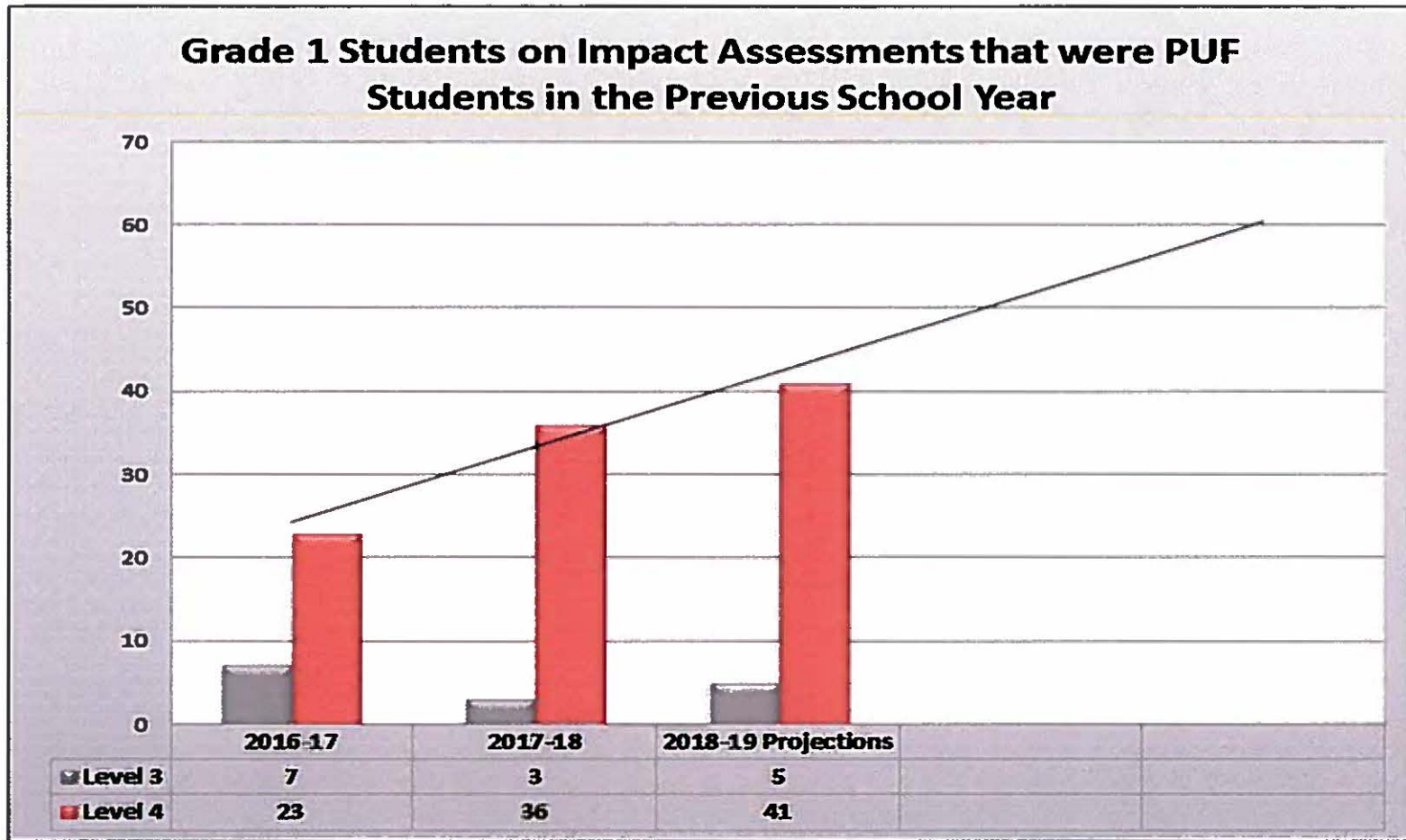



# PUF

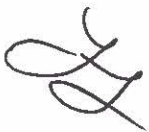
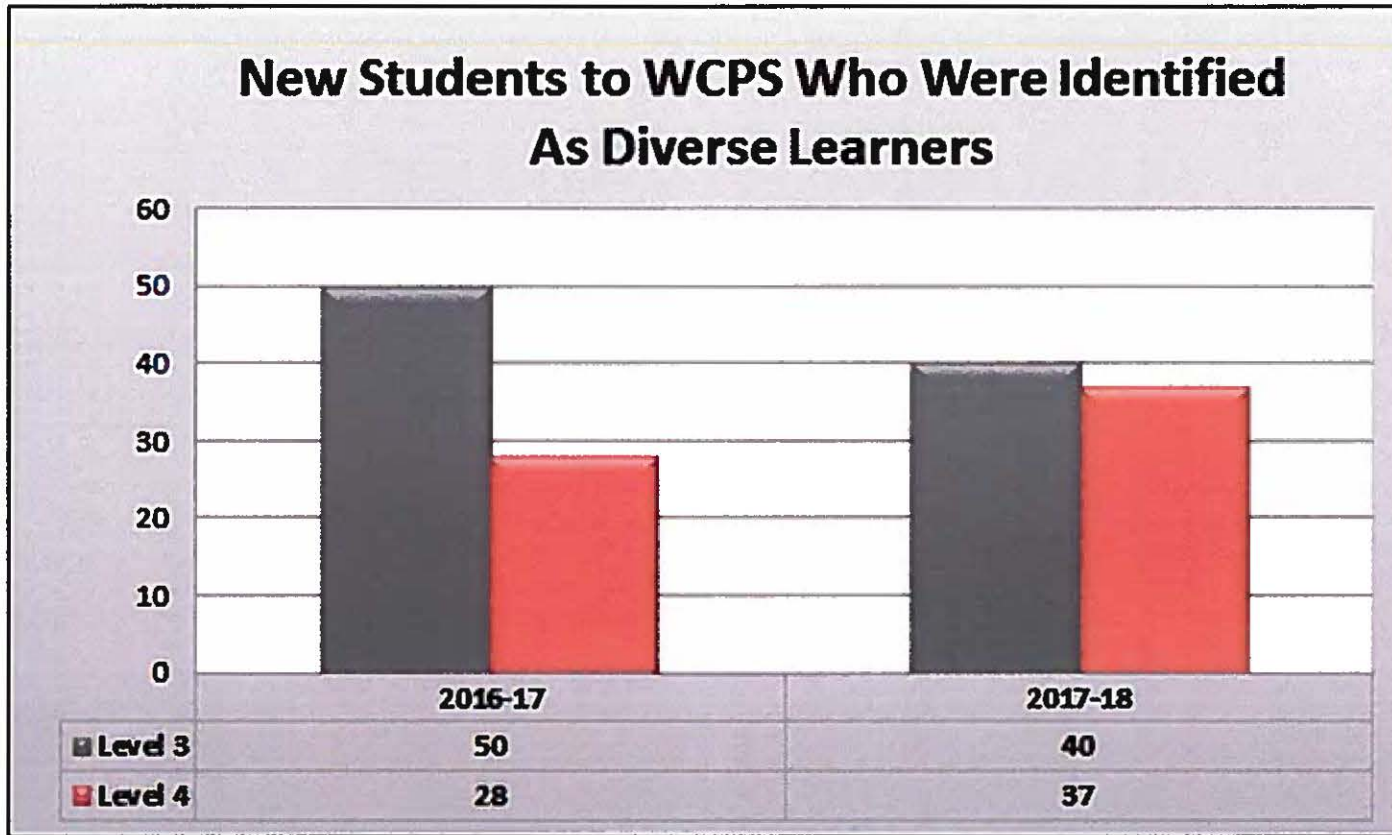




# PUF Students Who Transition onto the Impact Assessment Level 3 & 4



# How Many NEW Diverse Learners are we Getting Each Year





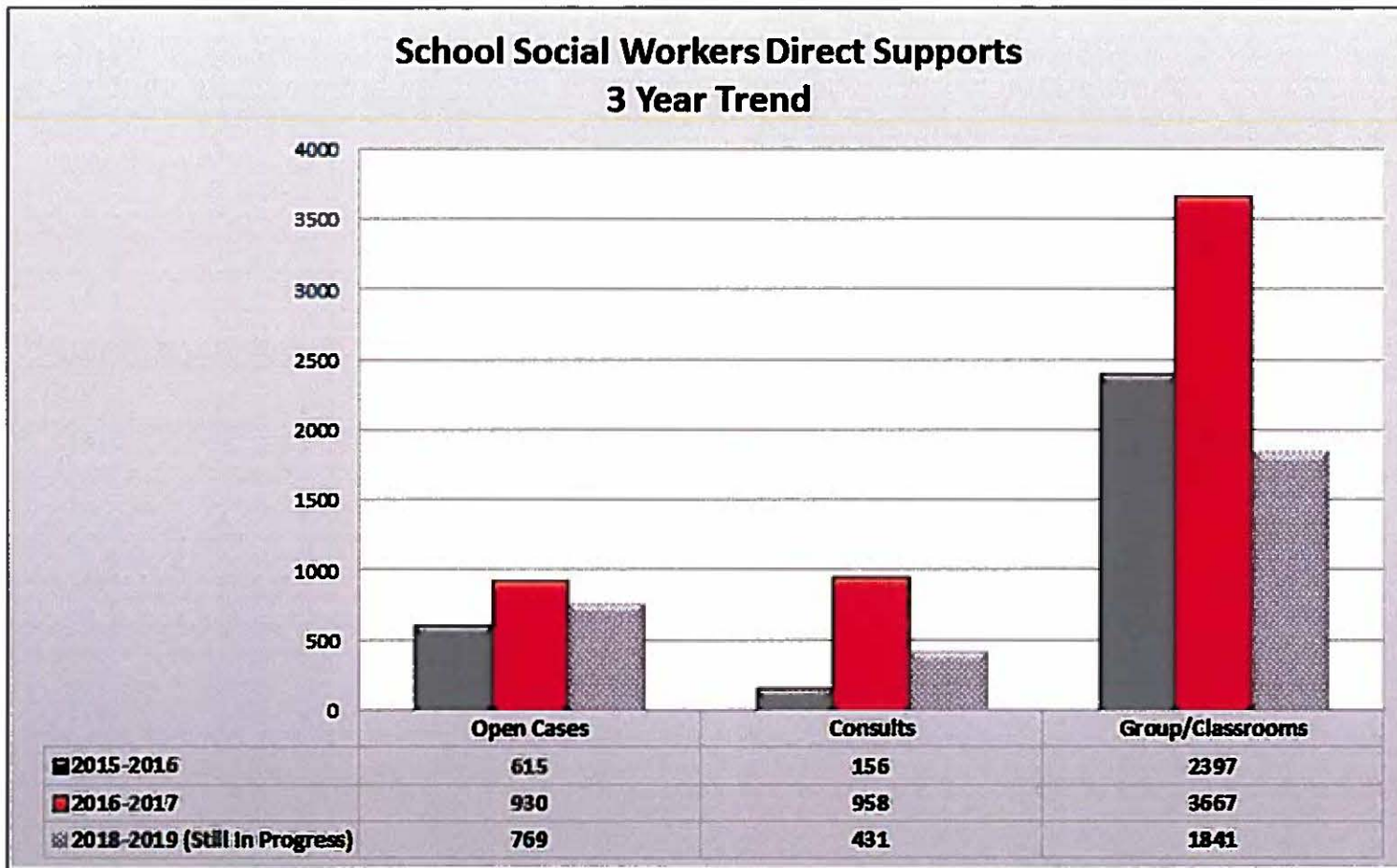
# Inclusive Learning Services

	17/18 Projected	15/17 Actual	15/16 Actual	14/15 Actual	13/14 Actual	12/13 Actual
<b>Inclusion Revenue</b>						
Inclusion Revenue - Provincial	5,676,035	5,678,307	5,616,000	5,566,947	5,402,449	5,342,538
Classroom Improvement Fund	558,080	-	-	-	-	-
<b>Total Inclusion Revenue</b>	<b>6,234,115</b>	<b>5,678,307</b>	<b>5,616,000</b>	<b>5,566,947</b>	<b>5,402,449</b>	<b>5,342,538</b>
<b>Inclusion Expenditures</b>						
Inclusion Coach Allocation	1,608,984	1,422,300	1,402,500	1,091,515	1,111,042	1,130,321
Inclusive Learning Services Department	1,306,964	1,306,964	1,335,019	1,029,489	1,230,831	1,735,565
Level Allocations - Level 3	-	-	1,055,184	1,932,325		
Level Allocations - Level 4	6,804,680	5,990,400	5,895,360	4,926,677		
Social Worker/Liaison Program	1,570,505	1,564,465	1,713,150	594,691	572,478	481,546
Student Services Category Allocation					4,686,381	4,681,381
Inclusive Education Allocation					1,381,384	2,372,292
Outside Program Costs (Parkland)	160,246	186,280	186,280	170,500	190,000	
Teachers Wolf Creek Academy	220,378	385,402	408,000	628,407	537,528	533,156
Wolf Creek Academy Non Teacher Expenditures	220,645	221,445	259,545	495,996	596,548	537,522
Level Allocations - Essential Supplies	14,000	14,000	14,000	-	-	-
Level Allocations - Casual EA	85,000	85,000	50,000	-	-	-
First Nations Success	172,707	180,799	169,799	277,277	-	-
<b>Total Inclusion Expenditures</b>	<b>12,164,109</b>	<b>11,357,055</b>	<b>12,488,837</b>	<b>11,146,877</b>	<b>10,306,192</b>	<b>11,471,783</b>
<b>Variance</b>	<b>(5,929,994)</b>	<b>(5,678,748)</b>	<b>(6,872,837)</b>	<b>(5,579,930)</b>	<b>(4,903,743)</b>	<b>(6,129,245)</b>

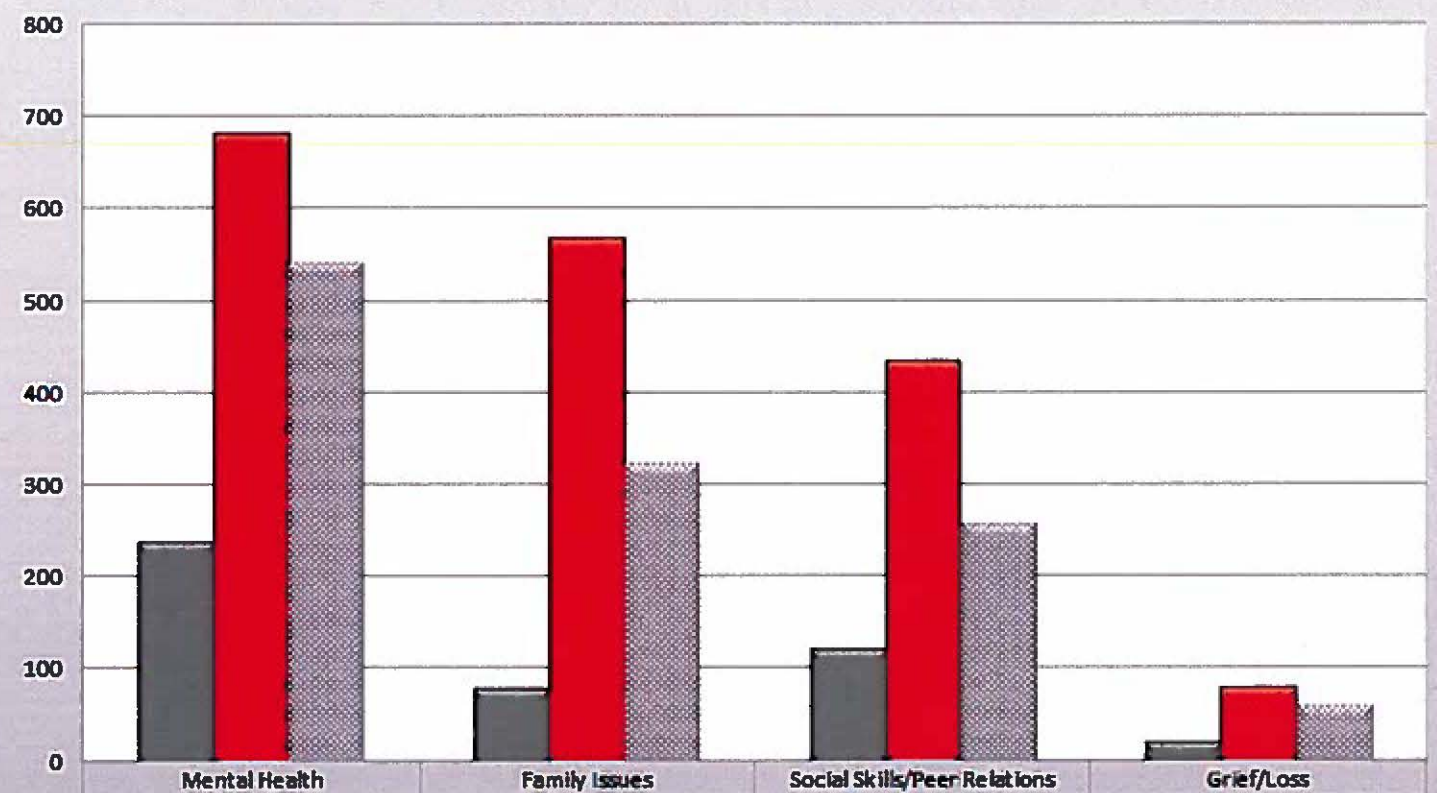


**Wolf Creek Public Schools**  
Creating Success For All Learners

# Our Reality




**School Social Workers - Top Issues  
3 Year Trend**



■ 2015-2016	235	78	119	20
■ 2016-2017	682	567	435	79
▨ 2018-19 ( Still In Progress)	542	323	259	60

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