

## 2008 - 2011 SCHOOL PLAN

**School: Heritage Program Early Ed.**  
**Address: 6240 - 113 Street**

**Principal: Sandra Mason**  
**Ward Trustee: Don Fleming**

### 2009 - 2010 Results Review

Enrolment		Staff F.T.E.		Budget			
Regular Program	0	Custodial	0.000	Salaries (incl Class Size)	\$ 1,098,406	91%	
Mild Special Needs	0	Exempt	5.300	Supplies, Equipment, Services	\$ 105,310	9%	
Moderate Special Needs	0	Support	3.880	School Generated Funds	\$ 0		
Severe Special Needs	<u>68</u>	Teaching	<u>4.780</u>	<b>Total:</b>	<b>\$ 1,203,716</b>	<b>100%</b>	
<b>Total:</b>	<b>68</b>	<b>Total:</b>	<b>13.960</b>	AISI	\$ 0		
				Class Size Funding	\$ 0		

**Physical Plant Opened: 0**

#### SCHOOL PHILOSOPHY

The Tevie Miller Heritage School Early Education program provides educational programming to children who qualify for Program Unit Funding (ages 2 1/2 to 5 1/2). Students often demonstrate complex learning needs in addition to diagnosed speech-language difficulties. Students' language difficulties often manifest in poor social connections, increased emotional needs, and behavioral issues. Students are often identified with other delays such as fine motor or sensory processing difficulties. We believe that each child and family has individual learning needs. Each child and family needs to be actively involved in a meaningful and active process. By providing programming that meets the needs, strengths and abilities of each child, we help children and families reach their full potential. Our goal is to develop skills which allow each child to grow and learn within their community school.

#### SCHOOL COMMUNITY PROFILE

The Tevie Miller Heritage School Early Education program provides educational programming for children from 2 1/2 to 5 1/2 years, specializing in instruction for students with moderate-severe language learning disabilities. Students come from all parts of Edmonton and the surrounding communities. We are located in the Alberta School for the Deaf building which is situated on Edmonton's south side in Ward F.

#### PROGRAMS AND ORGANIZATIONS

The Tevie Early Education learning environment is characterized by a transdisciplinary model. A speech language pathologist and occupational therapist share an integral part of daily classroom programming and instruction. Language learning and communication is embedded in all instruction. A school psychologist provides further support. Our program is able to support students with complex or severe issues who, research indicates, benefit from intense and consistent intervention. Staff is often involved in identifying specific needs for children who demonstrate complex reactions to their environment and social situations. In conjunction with other agencies such as ICAN, PAS and the feeding and swallowing clinic, staff develops plans that address areas for growth and supports the students and their families in developing these skills. We foster independence by emphasizing communication, social, fine motor and literacy development as well as emotional regulation and self-help skills so that each child can successfully participate within his or her family, classroom and community. Tevie Early Education includes half-day programs for students 2 to 4 years and a full-day Bridge program for students 5 years or in their third year of PUF. The Bridge Program is unique. It provides a supported learning environment for students who demonstrate unique or intense needs, who would be unable to fully participate and learn within their community kindergarten. Upon completion of the Bridge program, students move on to their community schools or continue to receive speech and language support at Tevie Miller Heritage School.

**Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.**

**Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**

### **Indicators and Measures**

Interim measure results, standardized test scores, and achievement of IPP goals  
Staff reports at staff meetings about successful integration of technology in literacy and numeracy instruction

### **Results**

- 50% of ECS (preschool aged) children transitioned into their community Kindergarten programs for 2010-2011
- 40% of ECS (Kindergarten aged) children transitioned in community grade one programs within Edmonton Public Schools

### **Implications for 2010-2011 Plan**

- Expand transition data to include success rates in receiving programs.
- Continue to have meaningful job embedded conversations with staff about school results and plans.
- Engage parents through newly established School Council about school results and plans.

**Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.**

### **Indicators and Measures**

Decrease in bus incident reports (track and compare)  
Increased feeling of safety as reported through Satisfaction Surveys  
Increased use of the language (ASL and English) of character education by students

### **Results**

-Development of Staff and Family Handbooks  
-33% increase of surveyed staff reporting satisfaction with the way student discipline is handled.  
-Speech Language Pathologist working in a class collaborative model, supported students to develop positive relationships through a focus on social language skills.

### **Implications for 2010-2011 Plan**

-Anecdotal records reflected a decrease in the number of bus infraction forms and or suspensions related to inappropriate unsafe bus behaviour.  
-Increased staff ability to support individual student with behavioural challenges stemming from on site training in 2009-10.  
-Staff and family handbook clearly outline steps of a new positive behaviour support plan for students.  
-Access to a common language is expected to increase collaborative opportunities for students across the entire school campus and to decrease problems that may arise from communication barriers.

**Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

### Indicators and Measures

Decrease in staff absences  
Fewer student behaviours  
Improvement in Satisfaction Survey (both in-school and district) results  
Staff presentations of their classroom plans to school admin. team

### Results

-17 staff members attended the ASL Immersion class in July of 2010 - increased staff capacity to contribute in a bilingual bicultural school campus  
-7 staff members continued ASL classes with Metro  
4% increase of staff surveyed reporting opportunities for input into school level decisions.

### Implications for 2010-2011 Plan

-Continued commitment to building staff capacity to contribute to a bilingual / bicultural school campus.  
-Centralized scheduling and an adjustment to school hours have maximized collaborative opportunities within and between staff groups.  
-Centralized scheduling of support and exempt staff have allowed for more flexibility in supporting student needs.  
-Continued partnership with local and international University partners to collect and utilize recent research in the area of Speech and Language development.

### Financial Summary

**Actual Surplus/Deficit 2009 - 2010     \$0**