

**DATE:** June 9, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Education Program in an Institution: Youth Community Support Program - Edmonton

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director, Governance and Strategic Support Services

**RESOURCE STAFF:** Danette Andersen, Diana Bolan, Jody Lundell, Gabe Mancini, Carol Symons

**REFERENCE:** [GAA.BP – Delivery of Student Programs of Study](#)

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**ISSUE**

The Edmonton Public School Board (EPSB) has been asked to provide an Education Program in an Institution (EPI) to youth who will reside in the Youth Community Support Program (YCSP) in Edmonton. Approval of the Board of Trustees is required for EPSB to establish a new EPI ([GAA.BP – Delivery of Student Programs of Study](#)).

**RECOMMENDATION**

**That the establishment of the Youth Community Support Program as a new Education Program in an Institution (Attachment I) be approved.**

**BACKGROUND**

In July 2014, representatives from Alberta Health Services (AHS) and EPSB met to discuss the YCSP, a community-based step-down program for youth exiting from acute mental health settings, or formal treatment environments. This cross-ministry initiative is intended to provide transitional supports to youth with complex mental health diagnoses, who continuously access tertiary services with no stable resolution. The program model is aligned with AHS' Addiction and Mental Health Strategy ([Creating Connections: Alberta's Addiction and Mental Health Strategy, 2011](#)).

The YCSP is a partnership between AHS and the community organizations of Boyle Street Community Services and E4C (Boyle Street/E4C). EPSB has been asked to provide educational programming to the youth residing in this specialized treatment placement. The proposed start-up date of the YCSP is September 2015.

The YCSP is designed to fill a gap in the continuum of services provided to youth with complex and/or persistent mental health diagnoses. Criteria for admission include an inability to transition to a family, group or foster home due to lack of functioning and/or risk to themselves, and considerable difficulty in previous school settings.

The YCSP residence will be staffed 24/7 by Boyle Street/E4C. Youth will receive therapeutic interventions, including cognitive behavioural therapy, addiction counselling and family

therapy from AHS clinical staff. EPSB staff will provide individualized educational programming.

Prior to a discharge from the YCSP, the AHS and Boyle Street/E4C team will collaborate with school personnel to develop and implement a transition plan that will maximize each youth's successful return to a 'home' placement and community school setting.

**RELATED FACTS**

- EPIs serve resident students of the Government who reside in or attend day programs in group homes or institutions operated or approved by the Government ([School Act, Section 44\(7\)](#)).
- EPIs receive institutional funding for eligible students ([2015-16 Alberta Education Funding Manual](#)).
- To provide an EPI, school authorities must have approval from the Minister and enter into a contract or agreement with Alberta Education.
- EPSB currently provides educational programs in 13 institutions, including the Glenrose Hospital, CASA House, Yellowhead Youth Centre, and Kennedale.
- These EPIs are all tripartite agreements between Alberta Education, EPSB, and either AHS, Alberta Human Services, or Alberta Justice.
- The YCSP is unique in that the service providers are from both AHS and local community organizations.
- Requests from school authorities to Alberta Education for new EPIs require evidence of approval from the Board of Trustees.

**OPTIONS**

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the establishment of the YCSP as a new EPI.
2. Do not approve the establishment of the YCSP as a new EPI.

**CONSIDERATIONS & ANALYSIS**

- EPSB has many long-standing contracts with Alberta Education to provide educational programs to students who reside or attend day programs in institutions.
- Through EPIs, district staff provide quality educational programming to our most high-risk and vulnerable students.
- EPSB's commitment to providing EPIs aligns with our core values of collaboration and equity, as well as district priorities related to fostering growth and success for every student, and enhancing public education through partnerships.
- EPSB has strong positive working relationships with YCSP service providers: AHS and Boyle Street/E4C.

**NEXT STEPS**

- A motion from the Board of Trustees approving of the establishment of the YCSP as a new EPI will complete the District's submission to Alberta Education.
- EPSB will subsequently enter into a contract with Alberta Education to provide an EPI to youth residing in the YCSP.

- Dr. Gabe Mancini, Principal, Hospital School Campuses, will assume administrative responsibilities for the YCSP.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I      Request for an Education Program in an Institution: Youth Community Support Program - Edmonton

JL:il

# REQUEST FOR AN EDUCATION PROGRAM IN AN INSTITUTION



**Please return completed proposal to:**

Learner Services Branch  
Alberta Education  
8<sup>th</sup> Floor, 44 Capital Boulevard  
10044-108 St. NW  
Edmonton, Alberta, T5J 5E6  
Tel : 780-422-6078  
Fax: 780- 427-5930  
Joy.Malloch@gov.ab.ca

**Name and Address of the Institutional Program:**

Youth Community Support Program - Edmonton  
11411 92 Street, Edmonton AB T5G 0Z6

**Partners:**

School Authority: Darrel Robertson, Superintendent of Schools  
Edmonton Public Schools

Phone: 780-429-8010 Fax: 780-429-8383

E-mail: Darrel.robertson@epsb.ca

Alberta Government Placement Agency:

Contact person and position: Christine Mummery  
Director, Child and Adolescent Mental Health Services  
Edmonton Zone, Alberta Health Services

Phone: 780-342-7650 Fax:

E-mail: Christine.Mummery@albertahealthservices.ca

## BACKGROUND INFORMATION

Please Note: An Education Program in an Institution is a program for students who are Resident Students of the Government (section 44(7) of the *School Act*), and Day Students.

1. What is the proposed start-up date?  
September 3, 2015.
2. Is the program currently operating under a funding structure other than Institutional funding?  
No, this is a new EPI application.

## PROGRAM OVERVIEW

3. Outline the philosophy and vision of the program. **Attach** any relevant substantiating research.

The Youth Community Support Program (YCSP) is a new cross-ministry initiative in Alberta that aims to provide a step-down service for youth and their families who are exiting from acute mental health settings or formal treatment environments. More specifically, a trans-disciplinary recovery-based approach will be used by the program team to engage the youth and their caregivers in the development of a recovery plan. The Alberta Health Services/Non- Governmental Organizations (AHS/NGO) team will provide the supports and therapeutic interventions as indicated in the plan. Prior to discharge from the program, the team along with the educational staff will ensure that a collaborative transition plan is agreed to by the youth and their caregivers prior to discharge from the program. The program is designed to fill a gap in the continuum of services provided to these youth and their families.

Principles of the program are:

- Trans-disciplinary approach with wraparound service model.
- Youth are at the core of the service plan that, in turn, recognizes the developmental stages of the youth.
- Primary focus of the program is on increasing functional capacity and strengths.
- A caregiver is engaged in the treatment process with the youth.
- Governance will be shared between health, children's services, and education services.
- Treatment will be guided by a common cross system plan, that is iterative and evolves as often as needed over time to best meet the needs of the youth and their caregiver(s).
- Treatment modalities are grounded in evidence-based and /or promising practices.
- Ongoing feedback and review will assist the development of the program.
- The treatment environment will be culturally sensitive.
- Appropriate intake, case planning, management, discharge planning, and follow up to all youth involved in the program.

Attached: Alberta Health Services. *Creating Connections: Alberta's Addiction and Mental Health Strategy*. Government of Alberta, September 2011.

4. Describe the special needs of the students served by the institution. Explain reasons why students cannot attend a community school. Include a description of the treatment and the estimated length of the treatment.

Youths involved in this program will require a specialized treatment placement due to their complex and/or persistent mental health diagnoses; inability to return to a family, group, or foster home due to lack of functioning; and/or, risk to self or others. The youths involved also experienced considerable difficulty in previous schools settings. Due to the psychiatric and educational needs, the youth will require an individual service plan.

The following are examples of the types of treatments that will be provided:

- cognitive behavioural therapy
- addiction counselling

- solution focused therapy
- occupational therapy – sensory integration therapy and support for activities for daily living
- family therapy
- psychological testing and therapy
- psycho-education about the mental health disorder and treatments, including medications and their side effects
- recreation and leisure counselling

The youth's current community/home placement will remain available and the parent(s) and other care providers will remain involved during the treatment process.

Onsite/specialized school supports are provided so the youth continues towards successful school experiences and integration into the regular system when appropriate.

Educational components may include:

- Career Pathways
- Career & Technology Studies
- Cognitive and Meta-Cognitive strategy intervention
- Individualized programming
- Technology Studies
- Ongoing communication and transition planning

5. Explain if the placement is secure and how staff provide 24-hour supervision of students. (Include classroom, residence and transportation to classroom if not at the same location.)

The program is voluntary with a non-secure residence. Students will be residing in the house with support 24/7 from E4C housing staff. The classroom will be located in one of the living rooms. Decisions regarding specific design & furniture choices will have input from school administration.

6. List and describe government/private agencies that will provide the required non-educational services to students in the institution; e.g., psychological counselling, etc.

In addition to the AHS Clinical Staff (mental health nurse, occupational therapist, psychologist, family counsellors, addiction counsellor), the house is staffed 24/7 by Boyle Street/E4C staff.

7. Will the institutional school program serve students other than those placed by an Alberta Government agency?

Yes       No

If yes, please explain.

8. School year:

Operational year 194 days (home will operate 12 months year round)

Instructional year 183 days

Instructional prorated 1560 min/week for junior high students and 1648 min/week for senior high students

9. Enrollment:

Projected number of students	4-6 youth at a time (20 youth per year)
Projected number of staff (FTE) that work with students (include teachers, teacher assistants)	1.2 FTE Teacher
Projected number of additional staff (FTE) (office staff, administration)	0.2 FTE Administration/Admin Support
Anticipated length of each student placement	12-14 weeks

10. Describe the intake process by which students are admitted to the institution. Is intake on-going?

An intake process is being developed – it will involve referrals coming to a Complex Case Panel for review. Human Services (Child and Family Services + Family Supports for Children with Disabilities), AHS Mental Health, Boyle Street/E4C will be involved.

11. Describe educational information that will be used to determine the appropriate educational program for the students, for example: what educational assessments that will be used to develop the Individualized Program Plans?

All relevant information including formative and summative assessments will be utilized if appropriate. Diagnostic information along with a variety of behavioural, communicational, intellectual, learning or physical characteristics, or a combination thereof, will serve as the basis of IPP development. The psychiatric and psychological status of the student will also serve to inform IPP goals. The IPP will outline the student's current level of performance and academic achievement relative to the identified learning outcomes (curriculum). The student and their caregivers will be part of the learning team in the development and reporting of IPP goals.

12. Indicate the subjects that will be taught in the school program (include any subjects which will be delivered by distance education).

All core subjects at the junior high level will be taught. For students who are in senior high, course matching will occur to ensure the maximum amount of credits can be earned. Courses will reflect the stream of programming that the senior high student is able to achieve. Any student who is involved in distance learning can continue under the guidance of the classroom teacher.

13. What procedures will be in place to promote a positive transition from the institutional program to the receiving community school?

It is anticipated that school personnel, outreach and AHS staff will be actively involved in developing and implementing a transition plan for each youth to maximize success in the youth's home and community school. This will include meeting with the receiving school to share strategies and supports that are successful and have benefited the student. Information related to academic performance and or credits earned will be provided in the transition plan. Follow up will occur where appropriate to ensure student success.

14. Indicate any unique features of the program.

This Tri-Ministerial approach is unique in that it is a step down from a hospital setting and preserves the therapeutic approach, yet normalizes the setting, the approach, and the educational experience.

15. Will timeout be used? Please explain.

Because this is a voluntary program, no restraint or time out will be used. All staff will be trained in Non-Violent Crisis Intervention and every effort will be made to engage the youth in programming. The milieu will be positive and supportive.

16. Describe how the student's academic performance will be measured and evaluated.

The teacher will use a variety of methods to assess individual student achievement and growth. These methods will be aligned to curriculum and may include: teacher observations, oral and written tests, performance assessments, provincial achievement tests, provincial diploma exams, and/or externally developed standardized tests. The above will serve to reflect how well the student is achieving relative to the Alberta programs of study. The evaluation will be based on the assessments of learning that provide data on the student's achievement during their length of stay.



17. Please **attach** a proposed budget (see form **14AE6.1**) from pages 122-126 of the *Funding Manual for School Authorities*. Please use the instructions provided on pages 97 and 98 for completing the EPI Funding Application, and please note the Allocation Criteria outlined on pages 73 and 74. Reference: <http://education.alberta.ca/admin/funding/manual.aspx>.

18. Describe the licensing procedures for the residential facility. **Attach** supporting documents, as necessary.

The licensing of homes is a process carried out by Child and Family Services Residential Facilities Licensing department. The procedure to get a location licensed is as follows:

- Complete the Residential Facility License Application/Renewal Application.
  - Information about the facility is requested (name, address)
  - Facility contact person
  - Information about applicant (foster home vs. child and youth facility)
  - Number of placements at facility
- A Licensing Officer will set up a time to come and tour the location to ensure it meets the required standards.
  - The Licensing Officer will ask the individual doing the tour questions about the program (policies, procedures).
  - Licensing officers use the Environmental Safety Assessment for Caregivers checklist.
  - Licensing Officer will tour the house asking questions and looking for any potential hazards.
  - Licensing Officers will ask about basic accommodations, sleeping arrangements, communication (access to phone, emergency numbers), fire safety, storage of medicine and hazardous substances, general safety (first aid kits), and automobile safety, if applicable.
- The Licensing Officer will provide a copy of the completed check list with information about any suggestions and or changes to be made.
- If the location meets the standards it will be licensed. Locations may be given a conditional license with a full license given once changes are made.

19. Who is designated to sign the contract? Please provide the **legal names** of the **parties** and of the **positions**:

School jurisdiction representative name & position:

Darrel Robertson  
Superintendent of Schools  
Edmonton Public Schools

Agency/ Ministry representative name & position:

Christine Mummery  
Director, Child and Adolescent Mental Health Services  
Edmonton Zone  
Alberta Health Services

20. Any additional information may be **attached**.

Request submitted by: Darrel Robertson Date: April 29, 2015