

Wolf Creek Public Schools

2020-2021

Education Planning & Reporting Template for School Leaders

ACE Plan: Action – Collaboration - Evidence

Centennial Centre Education Centre

School Celebrations and Highlights

School Demographic	School Mission	Program Highlights	Celebrations
<p>-122 clients served in 2019-2020 by the Education Centre regardless of length of stay (LOS)</p> <p>-6 clients aged 16 - 19 years</p> <p>-116 clients aged 20 - 65 years</p> <p>-Clients attend from the following programs:</p> <ul style="list-style-type: none"> -Stroke and Complex Brain Injury -Adult Psychiatry -Psychosocial -Concurrent Mental Health -Wolf Creek Public Schools <p>-Client needs are vast and comprehensive:</p> <ul style="list-style-type: none"> -high physical impairments, -cognitive impairments, -both physical and cognitive deficits, <p>which impact their ability to complete every day functional tasks</p> <p>-Average Length of Stay is 5.8 months (174 days)</p> <p>-Each client's needs are unique</p> <p>-Each client receives an individualized program (equivalent to an IPP) designed to address specific goals and teach specific strategies</p>	<p>WCPS Mission: We inspire success, confidence and resilience in every student</p> <p>Education Centre Mission: Fostering Positive and Meaningful Lifelong Learning Opportunities</p>	<ul style="list-style-type: none"> -Only Acquired Brain Injury Educational Program offered in an institutional setting in Western Canada (16-65 yrs) for mid- to long-term rehabilitation -Collaborative interdisciplinary goal planning -Individualized instruction -One-on-one and Group Sessions -HS Credit enrollment courses -Remedial & enrichment opportunities in reading, writing & numeracy -Functional and/or academic programming for multiple population types -Support with returning to school, to work and/or to driving after a brain injury -Aphasia & Apraxia communication interdisciplinary program -Evaluation & Intervention for Visual Processing Impairment in Adult Acquired Brain Injury -Design individualized programming based upon a hierarchical tenet of learning: Attention & Concentration, Information Processing, Memory, Reasoning/Problem Solving, Self-realization & Meta Cognition 	<ul style="list-style-type: none"> -Continued improvement and updating of Canadian Institute of Health Information (CIHI) for Reading Comprehension & Written Expression updated -Implementing phonological awareness package that has been created by staff -Exploring and beginning to use virtual reality for client programming (not using since COVID-19). -Ongoing development of GAS/SMART goals for education to reflect goal attainment scaling requirements and ensuring functional purpose for patients. - Continuing to utilize and explore new apps and district wide programs/Internet resources/assistive technology for patients -Implemented new virtual groups through Google Meet onto Unit TVs due to COVID-19 restrictions -New literature circle group and scripted groups have been initiated this year -Career guidance, and returning to school of Concurrent Mental Health Disorders clients and Psychosocial Rehabilitation clients -Staff teamwork has been outstanding in showing creativity, flexibility, and initiative in solving the myriad of challenges that came with the onset of a global pandemic and school closures beginning in March 2020.

Stroke Client Reflective Interview at Discharge

Q: What are you celebrating from your experience at the Halvar Jonson Centre for Brain Injury?

A: When I first came here I was in bed and couldn't walk even 10 feet. I was in a wheelchair. Now I am walking.

Q: What did you learn?

A: I learned that you have to keep going no matter what. I can now do things on my own. I have learned to take what the therapists have shown me and incorporate it into my own situation. I know I will take what they taught me into my new life.

Q: What will you take from your experience that you will use as you return back to your life at home?

A: Any small improvement, no matter how small is important. I still have at least 20 years of my life left. Over time, the progress I make will make a big difference.

CC Patients' School Survey Results

The Centennial Centre Patients' School created their own survey which was circulated to about 45 AHS managers, nurses, physicians, psychologists, social workers, and therapists from multiple disciplines in the Centennial Centre for Mental Health and Brain Injury.

The following four slides show a sampling of the overwhelmingly positive feedback we have received.

"The Patients' School has been creative in how they have delivered services during the pandemic. The extra efforts they have made to transition services to a virtual platform while they continue to serve patients has been integral in improving patient quality of life while on the unit."
~Anthony Goodwin, Ferintosh/Waterton Unit Manager

"I appreciate the professional efforts the school teachers provide to engage the patients in educational rehab based on their needs."

~Dr. Girgis, Waterton House Physician

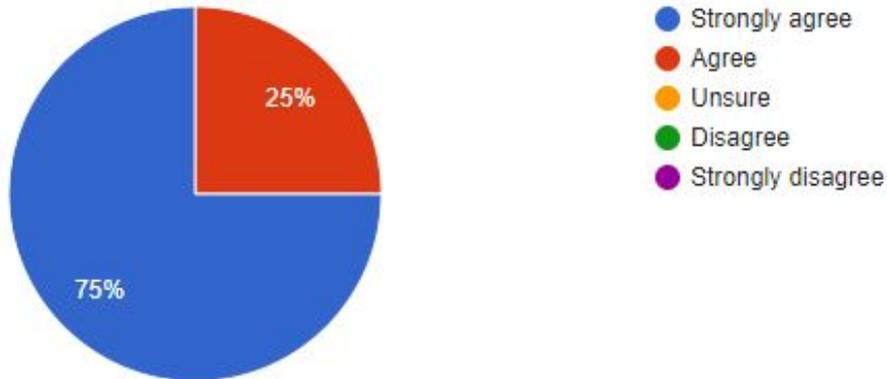
"Thank you for all you do, and for being such awesome, organized and professional team players."

~Dr. Carolyn Fleck-Prediger, Navarre House SLP

CC Patients' School Survey Results

1. The Patients' School staff provide quality patient and family-centred care.

24 responses



“Every employee that is involved with schooling is very accommodating to the patient's needs. There is always consideration of both patients and families goals. Each family always expresses how they are appreciative of this program. Definitely feel that at times, it is very undervalued.”

“I think the Patients' School is a wonderful asset to our program. There are so many cases where the education center is able to contribute programming towards clients' functional, meaningful goals - from reading and writing, to money management, to return to work/school programming, and so on!”

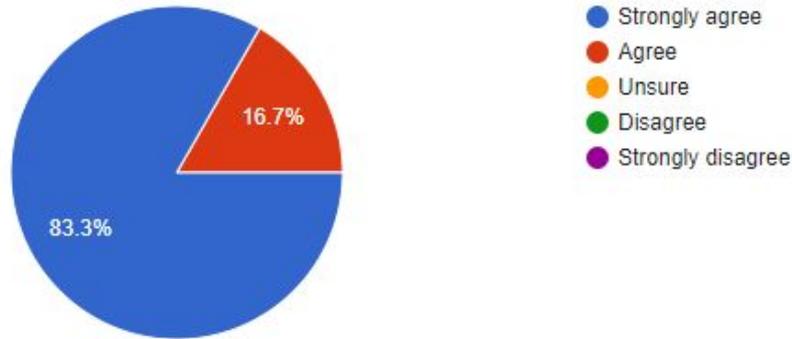
“The Ed Centre does a fantastic job of interacting with families and trying to ensure patient connectedness with families via technology.”

“Anytime I see any education staff with clients they are talking and seemingly patient focused. If there has been any interest in school for my clients, the patient school has set up an appt promptly with myself and client.”

CC Patients' School Survey Results

2. The Patients' School works collaboratively with the AHS staff and multidisciplinary teams to help patients meet their recovery goals.

24 responses



I feel like it used to be easier to meet and collaboratively set goals. I don't feel this is directly related to the Education Center...just an unfortunate pandemic-related side effect.

“I think the support from Ed Centre is invaluable as you cover so many areas and support various disciplines.”

“The Ed Centre staff are extremely collaborative with fellow tx team members. They are always open to suggestions and find ways to support the interdisciplinary goals.”

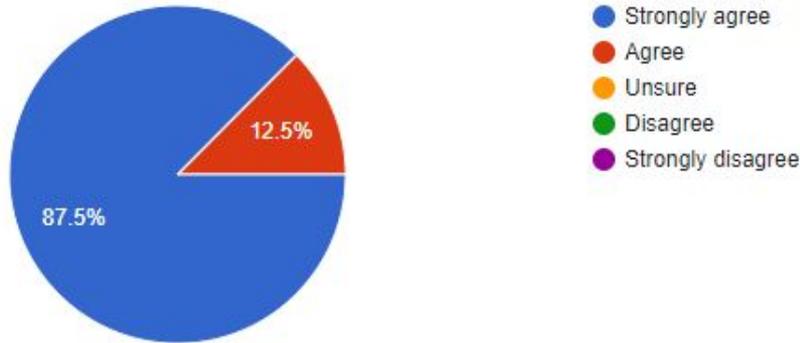
“There are conversations in conference and outside of conference to have specific goals set. They collaboratively work with speech to get tasks and strategies to help patients reach their goals.”

“I've had some great opportunities to work collaboratively with the Patients' School!”

CC Patients' School Survey Results

3. I am confident in the professional expertise and quality of educational programming the Patients' School provides.

24 responses



“I am overall very confident, in regards to the expertise and quality of programs that schooling provides.”

Q: What do you appreciate most about the Patients' School?

“How much they want to help the clients succeed and the awareness they have of strategies to assist them with the learning they are doing.”

“It is a large asset to our program to have the Patients' School as part of our interdisciplinary services. I appreciate that the staff there can incorporate and reinforce activities which fall under the domain of other disciplines. I think this helps patients achieve their goals more quickly! Also, the deficits observed in activities of the Patients' School help provide a more comprehensive picture of each patient.”

NOTE: Our Alberta Education Accountability Pillar/AERR data sample is too small. Data values are suppressed where the number of values are fewer than 6. Our data includes only 4 teachers. Therefore, no data available for analysis.

Aphasia Client Reflective Interview at Discharge

Q: What was the best thing about your stay at the HJCBI?

A: I became more independent and also being able to walk, talk, and write. All the staff have been good to me. I'm glad I came.

Q: What will you take from your experience that you will use as you return back to your life at home?

A: I'm looking forward to going home and sleeping in my own bed and seeing my family. I made a good friend while here, and will stay in touch with her when I leave.

LAST YEAR RESULTS: Local School Data Strategic Planning

Median Length of Stay for Stroke Clients:

2016	6.4 months
2017	7.1 months
2018	6.2 months
2019	5.8 months

Analysis: The length of stay for stroke clients decreased this year for a number of reasons outlined below:

- ★ COVID-19 beginning in March 2020 resulted in early program withdrawal or discharge for a number of clients
- ★ AHS patient/family centred care approach by team was negatively impacted by COVID-19. Family involvement is key to the success of our rehabilitation program. With visitors not allowed into the building, patient mental health and motivation declined.
- ★ Wait times for placing patients in appropriate facilities at discharge continues to be challenging in some cases, and in many more cases due to COVID-19 outbreaks at potential discharge facilities.

LAST YEAR RESULTS: Local School Data Strategic Planning (GAS) Goal Attainment Scale Results 2019-2020

Goal Baseline Scores

26.30

Goal Achieved Scores

48.32

Changed

22.02

Total Patients with GAS Goals:

99 (37.5% increase from last year)

Results:

- ★ We have continued to increase the number of patients for whom we are creating formal GAS goals (37.5% increase).
- ★ We were largely able to achieve patient goals, with some negative impact from COVID-19 instructional conditions (achievement change reduced from 26.86 to 22.02).
- ★ The team approach, GAS goal format, use of evidence-based strategies and resources are proving successful with a 22 point achievement increase from baseline scores.
- ★ When patients started the program, they were assessed to be within the 3rd standard deviation below the mean ($m = 50$, $SD = 10$)
- ★ After treatment they were just about exactly on the mean - an increment of more than 2 standard deviations

LAST YEAR RESULTS: Local School Data Strategic Planning

Brain Injury Database Results April 1st, 2019 - August 27th, 2020

Average Percent FIM/FAM Score Increase from Admission to Discharge:

16-19 years Stroke (0 patients)

16-19 years Trauma (1 patient)

Reading 50%

Writing 50%

Reading Communication 20%

Written Communication 20%

20 - 65 years Stroke (82 patients)

Reading 11%

Writing 11%

Reading Communication 12%

Written Communication 12%

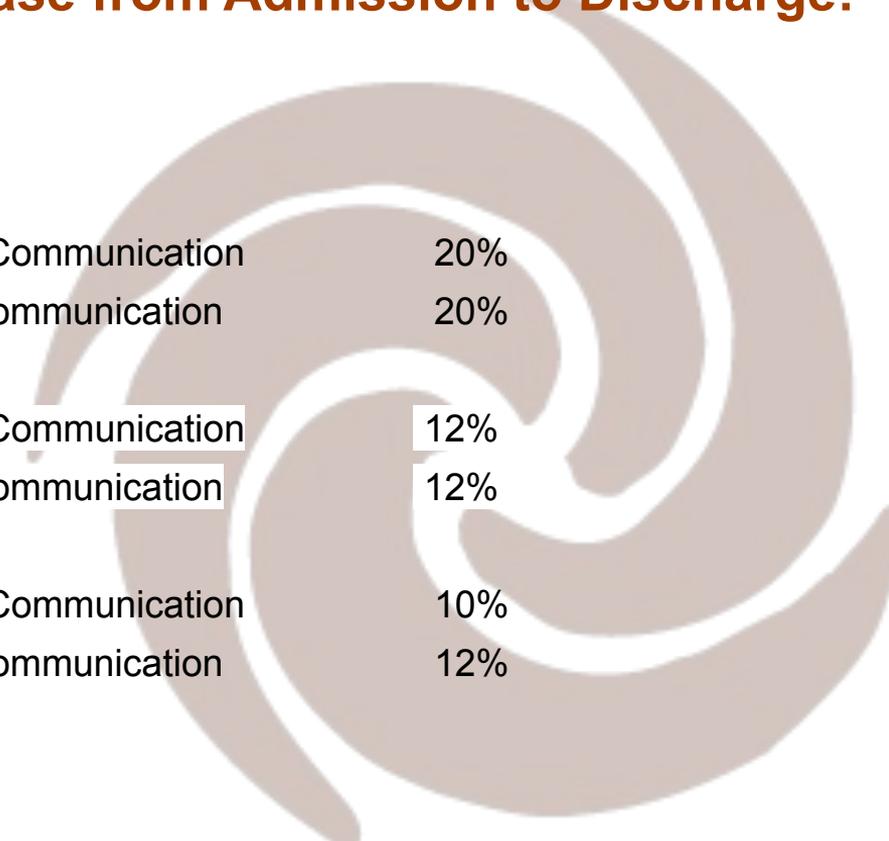
20 - 65 years Trauma & Non-Trauma (16 patients)

Reading 9%

Writing 15%

Reading Communication 10%

Written Communication 12%



Local School Data Strategic Planning - Assessment & Reporting

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<p>Teachers have identified a need to update and revise some of our client assessment instruments to ensure we are collecting data that will help us collaboratively create more effective, meaningful and functional goals with our clients. Some of the assessment instruments we use are very old and do not take into consideration current technological and/or pedagogical realities. Other assessment instruments, that were created by the Patients' School many years ago, need the leveling criteria re-examined and revised (i.e. the reading and writing Functional Assessment Measures (FAM) and Functional Independence Measures (FIM), and informal reading assessments).</p>	<p>With a clear picture in mind of the role of the Education Centre within the CCMHBI, teachers will review the common assessment instruments we use to ensure they are moving us toward creating learning opportunities for patients that are functional and geared toward the goal(s) of each individual patient.</p>	<ol style="list-style-type: none"> 1. All teachers will be trained in Level B assessments. 2. Using a set of collaboratively formed criteria, teachers will review a number of Level B instruments to determine their usefulness within our educational context. 3. Teachers will revisit and revise the reading and writing CIHI (FIM/FAM) pre- and post-assessment instruments to improve their alignment to our assessment needs 4. Teachers will examine and revise the reporting and communication we engage in with patients, their families, and the AHS multidisciplinary team members to ensure our message and patient goals are tightly focused on patient functional needs upon discharge. 	<ol style="list-style-type: none"> 1. Patients, families, and hospital team members will have a clear understanding of the functional purpose of Education Centre learning activities and patient goals. 2. Teachers and educational rehab therapists will engage patients in learning activities that are practical and functional for patients as they transition to life following rehabilitation. 3. Teachers will have a clear understanding of the role and purpose of the Education Centre programming as it relates to the other rehabilitation disciplines' roles with collaborating and communicating taking place on an ongoing basis.

Local School Data Strategic Planning - ECPP

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<p>CCMHBI has identified an increasing need for client instruction and guidance for developing an Educational and Career Pathway Plan (ECPP). They are seeking the assistance and instructional expertise of the Education Centre to develop opportunities for clients in the HJCBI, concurrent disorders, and psychosocial units.</p>	<p>In conjunction with the CCMHBI program managers, we will develop an action plan and define an Education Centre role to provide educational and career pathway planning (ECPP) services to CCMHBI clients.</p>	<ul style="list-style-type: none"> • Adult Inpatient and Concurrent Disorder Patient Units will be surveyed to determine specific needs. • Staff will become familiar with the features of My Blueprint that will be useful in assisting our students with educational and career pathway planning. • My Blueprint technical assistance from WCPS will be requested if needed. 	<ul style="list-style-type: none"> • A clear Education Centre role for ECPP within CCMHBI will be identified. • Clients seeking help from the Education Centre will have an individualized ECPP. • With increased service offerings in the area of ECPP additional clients will receive Education Centre programming. • NOTE: COVID-19 restrictions have, and may continue, to limit our access to patients in some units.
<p>“[The Patients’ School] have always done a good job of meeting with our clients for career exploration in a timely matter and allowing the client to direct how they want to proceed.” <i>Malmo House, OT</i></p>			

Deepening Capacity in Learning Practices - Literacy

Within the goal areas from the District 3 Year Plan, please identify areas within **Focus Area One** related to ongoing growth in your school..

Area of Focus	Specific Strategies	Indicators of Success
<p>LITERACY: Phonological awareness is an important aspect of working with apraxic and aphasic clients. We want to acquire a deeper understanding of how these skills are uniquely developed with our clients.</p> <p>To ensure that all CC staff are proficient with phonological awareness programming best practices for apraxic and aphasic clients.</p>	<ul style="list-style-type: none">• Use a <u>train the trainer</u> method to ensure knowledge and expertise acquired is disseminated to all staff.• <u>PD experiences</u>: consult with SLPs; attend workshops (i.e. “Seeing Stars” through ILS; “Reading Comprehension Strategies” by Lori Jamison); CC teacher presentations on PD days• Develop a <u>bank of resources</u> and provide to staff• Staff opportunities for guided and independent <u>practice</u>	<ul style="list-style-type: none">• All staff will be familiar with the <u>phonological awareness hierarchy</u>.• Staff will know which resources/methods to use for each aspect of the phonological awareness hierarchy as it relates to teaching reading.• Developed resources will be incorporated into individualized program plans and patient group sessions.• Our aphasic and apraxic patients will meet the Education Centre GAS/SMART goals set for them.

Building Capacity in Inclusion

Within the goal areas from the District 3 Year Plan, please identify areas within **Focus Area Three** related to ongoing growth in your school..

Area of Focus	Specific Strategies	Indicators of Success
<p>Revision of Individualized Program Plan templates. We have surveyed our ERTs to determine whether the individualized client programs CC teachers create are clear and manageable for ERTs to deliver to clients. Some areas of suggested improvement include: simpler and consistent formatting, identifying assessment/results to be recorded in anecdotal notes, and streamlining the recording of strategies used.</p>	<ul style="list-style-type: none"> ● Collaboratively create a new Individualized Program Plan template. ● Trial the new template and seek feedback. ● Develop a bank of common strategies related to patient goals. 	<ul style="list-style-type: none"> ● Individualized Program Plans created by teachers will have a consistent format that will be more easily interpreted and followed by the ERTs. ● Feedback from ERTs will indicate increased satisfaction with their ability to implement patient programming from the individualized plan.
<p>AHS will be implementing a new electronic patient records and staff communication system called Connect Care beginning soon. We are unsure how this will impact our patient record keeping system, but will be actively learning and participating as it is rolled out.</p>	<ul style="list-style-type: none"> ● Participate in all training provided by AHS. ● Ensure time is set aside for this on our PD Days. 	<p><i>This area will be updated as we learn more from AHS on the level of roll-out for the Education Centre, and the timeline for implementation.</i></p>

Health & Wellness Strategic Planning

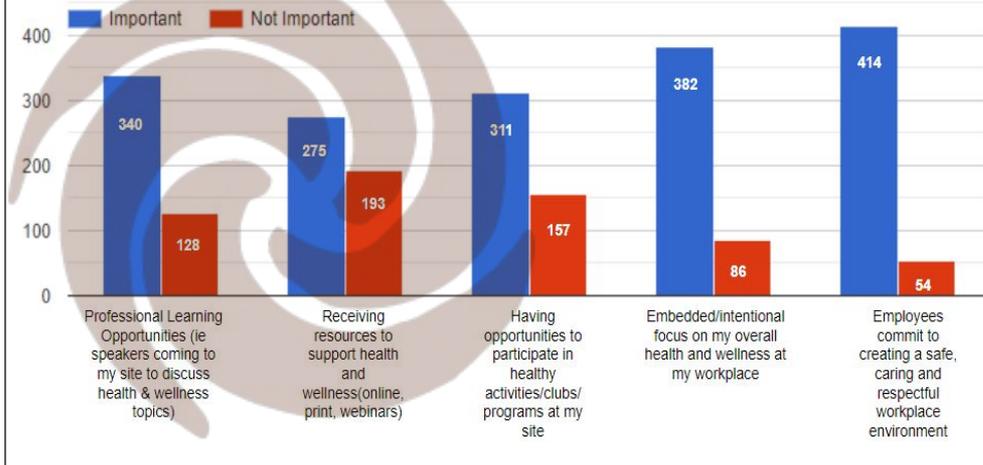
[Re-Entry Support Resources](#)

[Psychological First Aid](#)

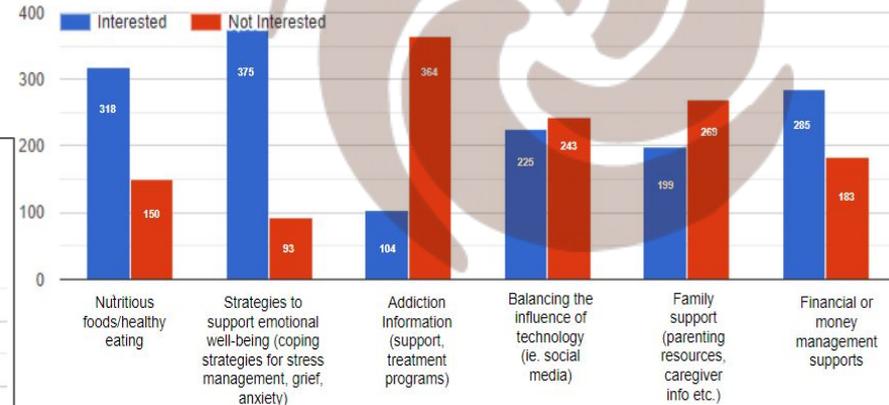
[Homewood Health](#)

[TEND Academy Resources](#)

Are the following ideas important to you in creating a healthy workplace for you and your colleagues? Please click on the choice that best represents your opinion.



Which of the following topics would you be interested in knowing more about in order to maintain or improve your personal health and wellness?



Health & Wellness Strategic Planning-1

Area of Focus	Specific Strategies	Indicators of Success
Nutrition and healthy eating	<ul style="list-style-type: none"> ● 8 week Challenge ● Healthy snacks on PD days ● Share healthy recipes ● Time on PD days to discuss/present on topic 	<ul style="list-style-type: none"> ● Staff participate in strategies ● Staff feedback/survey indicates time, effort and focus on nutrition/healthy eating was valuable
Emotional well-being - COVID-19 coping strategies	<ul style="list-style-type: none"> ● Staff complete self-reflections ● Review support tools Homewood Health, My Sandbox, AHS resources ● Attend PD on topics ● Time on PD days to discuss ● Empathetic listening techniques ● Mindfulness training ● NVCI and/or SIVA training ● Tend Academy trauma-informed care, resiliency & compassion fatigue resources 	<ul style="list-style-type: none"> ● Staff participate in strategies ● Staff feedback/survey indicates time effort and focus on emotional well-being was valuable

Health & Wellness Strategic Planning-2

Area of Focus	Specific Strategies	Indicators of Success
Safe and respectful workplace - team building	<ul style="list-style-type: none">• Staff survey to gather information on CC team, BI team, culture, perceptions, areas to focus on• Time on PD days to discuss & address areas of focus• Team building activities that build teams• AHS Safe & Respectful Workplace online module completed by all staff• Job hazard assessment tool	<ul style="list-style-type: none">• Staff participate in strategies• Staff feedback/survey indicates time effort and focus on team building was valuable• Staff survey indicates they feel safe, respected and part of a supported team• Alberta Government legislation and practices are followed

First Nations, Metis & Inuit Student Supports PONOKA SCHOOLS

- **We have a significant number of FNMI clients we are serving in the CC Education Centre.**
- **Karina Ulveland is our lead teacher serving on the WCPS First Nations, Metis & Inuit Task Force Cohort. She helps guide programming and facilitate staff learning.**
- **We provide culturally sensitive individual and group programming as well as bridging/facilitating connections with our AHS Indigenous Program Coordinators.**

First Nations, Metis & Inuit Strategic Planning (Ponoka Schools) 2020-2021

Area of Issue, Concern, or Focus	Identified Improvement Target	Specific Strategies	Indicators of Success
<p>Collaboration with First Nations, Metis & Inuit Task Force Cohort to provide ongoing professional development to lead teachers in cultural teachings, impact of history, deficit thinking, and instructional strategies.</p>	<p>Teachers will meet the TQS regarding the professional practice expectations for meeting the needs of FNMI students and infuse the FNMI perspective into the educational programs delivered in the Education Centre.</p>	<ul style="list-style-type: none"> ● FNMI lead teacher will liaise with WCPS FNMI cohort leadership throughout the year ● Dedicated PD time for FNMI teachings ● FNMI lead assists with PD for teachers ● Access information through https://www.sacredrelationship.ca/ literature, media and elders. ● Attend local smudge @ AHS ● Reflect as a staff on cultural teachings and how that impacts us as educators 	<ul style="list-style-type: none"> ● FNMI perspective is infused into our teachings with all clients ● Staff are consulting with FNMI lead teacher when working with FNMI clients ● A collection of resource guide of FNMI useful links, history, readings and teaching resources will be available and utilized.

School Professional Development Plan

The link below provides a comprehensive plan for how the Centennial Centre Education Centre will leverage the Aligned Calendar Days and other opportunities throughout the 2020-21 School Year to implement and attend to the strategies that have been identified to meet the improvement targets in your ACE Plan.

2020/2021 [Professional Development Plan](#)

