



**The Board of Education of
School District No.5 (Southeast Kootenay)**

MINUTES - STUDENT SERVICES MEETING

**April 26, 2022, 10:30 a.m.
Cranbrook Board Office**

Committee Members in Attendance: Co-Chair Trustee Krista Damstrom

Trustee Chris Johns
Trustee Kathryn Kitt

Regrets: Trustee Doug McPhee

Board/District Staff in Attendance: Chairperson Frank Lento
Trustee Trina Ayling
Trustee Bev Bellina
Trustee Wendy Turner
Trustee Patricia Whalen
Superintendent Silke Yardley
Secretary Treasurer Nick Taylor
Director of Student Learning and Innovation Diane Casault
Director of Student Learning & Aboriginal Education Jason Tichauer
District Principal of Student Services Darcy Verbeurgt
Executive Assistant (recorder) Laurel Giesbrecht

1. COMMENCEMENT OF MEETING

1.1 Call to Order

The Student Services Committee meeting of April 26, 2022, was called to order at 11:47 a.m. by Trustee Damstrom.

1.2 Approval of the Agenda

Moved/Seconded by Johns/Kitt:

THAT the agenda for the Student Services Meeting of April 26, 2022, be approved as circulated.

1.3 Approval of the Minutes

Moved/Seconded by Johns/Kitt

THAT the minutes of the Student Services meeting of February 22, 2022, be approved as circulated.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

2.1 Update on Social Emotional Learning Centre (SELC)

The SELC staff is comprised of the SELC teacher and a SELC youth care worker (YCW). The intention was to increase support at T.M. Roberts Elementary School (TMRES). The YCW is half time at TMRES and half time at Highlands Elementary School (HES). Data collection continues to elude us on student performance in social-emotional learning. Teachers are adding more social-emotional learning into their days. Social-emotional, behaviour and health are often working together and across lines making it difficult to separate into two silos.

In spring, the plan was to add on Steeples Elementary School (SES). We are struggling to get the SELC teacher into schools other than HES. The YCW will continue to support TMRES. We will work with SES to identify what they have for social-emotional learning and see where they wish to go. District level programs go into schools on an invited basis.

With the funds invested into the SELC program, what is the plan going forward? Pre-covid, the program was doing great, but it has been difficult since covid. It is important to recognize the impact that covid has had on the program. We need to find out if the program is still viable. We want to make sure it works if we are going to take the program throughout the district.

We had the GAUGE program for years prior to moving to the SELC program. The GAUGE program was successful. Could we incorporate elements of that program in the SELC program? We will review as things have significantly changed as far as the landscape of what we need to do. We need a complete picture before decision will be made.

RECOMMENDATION A:

Moved/Seconded by Johns/Kitt:

THAT the District Principal of Student Services surveys stakeholders and presents a report of pros and cons on the 3-year pilot of the SELC program at the May Committee meeting.

3. PRESENTATIONS

4. REPORTS

4.1 Update on Transition Activities

A large variety of transition activities are happening that include preschool, kindergarten, and transition from grade 6 in all communities. We do not have an update on grade 10's going to Mount Baker Secondary School (MBSS) this year. Grade 12 students are working in community services. We are thankful for the great things our counsellors do to help grade 12s in preparation for graduation.

Transition goal is for all kids experiencing a building change and what the spring transitions look like. We encourage all students who would benefit from this to participate. Students with learning disabilities or an anxiety in moving to the new building will be taken through the transition. Student services teams will come together to advise new schools on incoming students. Some transitions take place in June, others in September.

5. NEW BUSINESS

Information was requested on the pre-K and DIAL 4

DIAL 4 is a diagnostic tool that uses developmental indicators for assessment of learning and comes into use when children are transitioning from pre-school to kindergarten. The DIAL 4 assesses language and the social-emotional health of kids starting school. This is especially useful with those kids who have had no interaction with other children. We have looked at other districts and other screeners.

The DIAL 4 been used in Frank J. Mitchell Elementary School (FJMES) for 5 years. Mardelle Sauerborn was in the kindergarten movement and recognized the importance of the motor, concepts, language, and human and social components of the program. Our speech-language pathologists (SLPs) at FJMES recognized it as a language screener and that is what they used. FJMES has shifted their entire kindergarten practice based on DIAL 4 results. All kindergarten students come in before classes are assigned and they go through the assessment. The school has found that they get a good language baseline, and the concepts portion is more fulsome than the Brigance. The student services teachers (SSTs) would like to use the DIAL 4 as part of their screening as Level B testing does not take place until grade 3. Kindergarten teachers at FJMES use the tool to learn what kids know so that they can plan their learning activities. The team was very clear that they are using it as a Level B assessment and are making sure they have the right mix of kids in a class.

Recognizing the mental health concerns since the pandemic we have used the mental health grants to purchase kits for every school. The teachers from FJMES came and taught teams from all the elementary schools in our district.

Similarly, one school asked for release to review their Childhood Experiences Questionnaire (CHEQ) data. From that data, it was determined that they needed to set up their classes differently due to the results. These strategies may not get an education assistant (EA) in the classroom, but it may help to provide information on the class.

When gross and fine motor skills were assessed with the DIAL 4, it was discovered that many kids in that school had trouble holding a pencil. This was reviewed with an occupational therapist (OT) who then came in and spent time with the entire classroom, making suggestions to the teacher(s) on how to work with the students on this skill.

The DIAL 4 tool recognizes professional autonomy across our district. The tools' summary can be shared at School Based Team (SBT) meetings where what is being noticed can be shared at a school level. For example, it will show which kids are struggling in different areas and which may benefit from counselling.

Parents understand the premise behind catching the kids early. The DIAL 4 can help the SLP to discover things that parents may not have known or noticed if their child had not gone through the screening and the SLP can create tools for the parent to start working with their child.

For the Framework for Enhancing Student Learning (FESL), the DIAL 4 could determine the percentage of students not reading at a specific level and which are our most vulnerable schools. This tool gives us great data and will help us determine how to support and that is really the premise.

The SLP comes into the classroom and does very specific, targeted teaching in September and October. Previously, this would not be done until December. Once we find out the concepts and the fine/gross motor skills, it also allows us to bring the OT into schools in September rather than later in the year. The assessment looks at fundamental movement skills as well. SSTs and principals can now know what the class profile looks like and where they need to spend their time. SSTs can get in and work in kindergarten sooner rather than later.

A universal screening shows where the whole kindergarten population is functioning. The universal screening also tells us where in the district we need our services. All schools think they are the worst schools. This will help the principal and inform them on what services need to happen in their schools. DIAL 4 is a tool that pediatricians can look at and use in their diagnosis. Aboriginal education support workers (AESWs), YCWs, counsellors, SLPs, principals or vice-principals and kindergarten teachers make up the team.

Early intervention is key. They found that they got to meet each student before they became a problem. Parents spend time with the school principal completing the CHEQ during their child's screening. Any child with a diagnosis is assigned a classroom teacher. Work is done prior to the start of the school year.

Change is always hard, but we need to support people and we have done that by bringing them all together. After the school teams meet in mid Sept, intervention can start before the end of Sept.

6. ACTION ITEMS FOR FUTURE MEETINGS

6.1 Report on the 3-year pilot of the SELC program

6.2 Work with Trustee Johns on the Select Standing Committee presentation

7. CORRESPONDENCE

8. ADJOURNMENT

Moved/Seconded by Kitt/Johns:

THAT the meeting of the Student Services Committee be adjourned at 12: 38 p.m.