



**The Board of Education of  
School District No.5 (Southeast Kootenay)  
MINUTES - STUDENT SERVICES MEETING**

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

Committee Members in Attendance: Co-Chair Trustee Krista Damstrom (remotely)  
Co-Chair Trustee Doug McPhee  
Trustee Chris Johns  
Trustee Kathryn Kitt

Board/District Staff in Attendance: Chairperson Frank Lento  
Trustee Trina Ayling  
Trustee Bev Bellina (remotely)  
Trustee Wendy Turner (remotely)  
Trustee Patricia Whalen  
Superintendent Silke Yardley  
Secretary Treasurer Nick Taylor  
Director of Student Learning and Innovation Diane Casault  
Director of Human Resources Brent Reimer  
District Principal of Student Services Darcy Verbeurgt  
District Principal of Transformative Learning Jennifer Roberts  
Executive Assistant (recorder) Laurel Giesbrecht

**1. COMMENCEMENT OF MEETING**

**1.1 Call to Order**

The Student Services Committee meeting of May 30, 2022, was called to order at 11:25 a.m. by Trustee McPhee.

**1.2 Approval of the Agenda**

Moved/Seconded by Kitt/Johns:

THAT the agenda for the Student Services Meeting of May 30, 2022, be approved as circulated.

**1.3 Approval of the Minutes**

Moved/Seconded by Johns/Damstrom:

THAT the minutes of the Student Services meeting of April 26, 2022, be approved as circulated.

**2. BUSINESS ARISING FROM PREVIOUS MINUTES**

**3. PRESENTATIONS**

**4. REPORTS**

**4.1 Report on the 3-year Social Emotional Learning Centre (SELC) program (Darcy)**

District Principal Verbeurgt presented a summary of the survey that he had sent out. A variety of people were surveyed including, school staff, SELC teachers, school district staff, CFTA Union Chair. People were asked to share the advantages and the disadvantages of each year, in addition to their comments.

There was lots of conversation that ensued. The main points are summarized here:

We have had growth challenges through the three years. Covid has impacted our way of delivery. It has also showed us that social emotional learning is needed in more than just elementary schools. There is a cross section of folks that do not want the program and others that do.

Some staff reported the purpose of the program as vague. The SELC program staff knew what the program was to do and followed the guidelines as presented in 2019. The program intent was not to work with the most difficult students in the school but to enable a group of students to build social emotional skills while staying connected with their schools. The behaviour resource teacher (BRT) was to work with the tougher kids.

Learn from the feedback and make the necessary changes to polish the program. We need to learn from the mistakes in the delivery of the program and build a program for lifelong learning. We would hope to better provide solutions and success for children in the long term.

Concerns about the staffing. Lack of consistency made it difficult for the program to get running smoothly. Things have ballooned and the tools/resources need to be used throughout the district at every level.

In the past, there have been programs like SELC in Fernie, Sparwood and Cranbrook for students who needed additional help. Students were there for a short term and then they would move on back into their school.

The SELC teacher and YCW are allocated for the coming year. If you look at where we were back when the program started, the school environment must be embracing. There was some reluctance. It must be in a school that wants the program.

Covid shone a light on things we do not do well. Relationships for social emotional learning are the most important thing. It is not an event or a set of lessons but a year long commitment to helping kids grow. We need to teach kids to be socially interactive and appropriate. Covid has shown that we are socially weak across the district, adults and students. We have lost a lot of our social

skills. We need intervention and supports like we would with reading and writing. It needs to be part of what we do. Teachers need help. Students are 2 years behind where they should be socially and emotionally. With the help of a district team, schools can get these kids back on track. Use the SELC teacher to support K-12 district wide. Sending kids away to be fixed is not the right way. They need to be with their class and the environment they are in.

We do not want to lose focus on those that need it most by blanketing the entire school. The short-term program may not be the best.

School is not a friendly place for some of the kids who need the support. The whole focus of the school has to change. Building structure and philosophy must change towards acceptance. Provide kids with structure, but the building itself must be accepting.

It was suggested that we have someone supporting the FESL social emotional goal. We have the data on the students who are not feeling welcome. If we are going to look at the FESL goal and continue to use the specialist, after a year, we should be able to re-evaluate the program again.

FESL to be updated to reflect this change. In August, you will review the data and determine the strategies. We need to look at the timing and perhaps do a transition over the next year. Human and Social Development – No longer just social emotional.

**5. NEW BUSINESS**

**6. ACTION ITEMS FOR FUTURE MEETINGS**

**8. ADJOURNMENT**

The meeting of the Student Services Committee was adjourned at 12:35 p.m.

**7. CORRESPONDENCE**